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ABSTRACT

This module on effective employment practices is one of a series of modules designed to help teach students to become more self-sufficient in their personal and professional lives. This module provides teacher and student materials that are planned to help students plan careers and find and keep a job. Five units cover the following topics: (1) career planning; (2) job search and application; (3) job interview; (4) paycheck; and (5) succeeding on the job. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes, and are designed for use for more than one lesson or class period. (KC)

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ED303572

# SUCCESSFUL JOB SEARCH STRATEGIES

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# EFFECTIVE EMPLOYMENT PRACTICES

Developed by the
Curriculum and Instructional Materials Center
**Oklahoma State Department of Vocational and Technical Education**

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EFFECTIVE EMPLOYMENT PRACTICES

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## FOREWORD

The Successful Living Skills series is intended to help students become more self-sufficient in their personal and professional lives. The series contains fourteen (14) modules ranging in subjects from Basic Automotive Responsibilities to Managing Personal Matters to Effective Employment Practices. Each module takes the student through the important areas within the subject matter to ensure a basic working knowledge.

The *Effective Employment Practices* module helps the students develop those skills necessary to successfully plan for a career, search and apply for a job, interview, and succeed on the job after they obtain one. This module will allow students to express how well-suited they are for a particular job and will help them keep the job that for which they have been hired.

Dr. Roy Peters, Jr., Director
State Department of Vocational
and Technical Education

ACKNOWLEDGEMENTS

The development of the *Successful Living Skills: Effective Employment Practices* is credited to the staff of the Oklahoma State Department of Vocational and Technical Education (SDVTE) and various individuals.

A very special thanks goes out to the staff members of the Curriculum and Instructional Materials Center (CIMC). Sheila Stone, Coordinator of Curriculum Development, provided the support and encouragement necessary to successfully develop the series. Thanks also goes to John Friedemann, Instructional Materials Marketing Coordinator for the conception and support of the Successful Living Skills series.

Special thanks goes to the members of the Successful Living Skills validation committee members:

Linda Avant, Testing Specialist
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Belinda McCharen, Coordinator of Vocational Guidance
Candy Sebert, Assistant State Supervisor of Home Economics
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Terrell G. Ogilvie,
Technical Writer
Curriculum and Instructional
Materials Center

## OTHER MODULES IN THE SUCCESSFUL LIVING SKILLS SERIES

Managing Personal Matters

Successful Human Relations

Successful Study Habits

Effective Communication

Basic Automotive Responsibilities

Responsible Citizenship Practices

Basic Shelter Responsibilities

Development of Financial Skills

Successful Clothing Management

Effective Social Skills

Personal Health and Safety

Securing Information

Personal Meal Alternatives

## USE OF THIS PUBLICATION

### Instructional Units

*Effective Employment Practices* includes five instructional units. A standard format was established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components that form a unit of instruction: performance, objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on specific objectives, there may or may not be transparency masters, assignment sheets, and job sheets included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following

A. Amount of material that can be covered in each class period
B. Skills that must be demonstrated
    1. Supplies and equipment needed
    2. Amount of practice needed
    3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

**Performance Objectives** (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching/learning process, it is important that instructors and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms that may have been used in this material.

A. Name — The individual supplies a name for objects, events, or people

    Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

B. Identify — The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

    Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule — The individual communicates a relationship or principle that could be used to solve problems or perform a task

D. Apply a rule — The individual supplies an answer to a problem by using a stated relationship or principle

   Behavioral synonyms: Solve, calculate

E. Describe — The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

   Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish — The individual selects an object or event from two or more that are easily confused

   Behavioral synonyms: Discriminate, differentiate

G. Order — The individual arranges three or more objects or events in a sequence based on a stated property

   Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct — The individual makes a physical object, a verbal statement, or a drawing

   (NOTE: *Construct* is used when the finished product or result is important.)

   Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate — The individual performs several operations necessary to carry out a specified process

   (NOTE: *Demonstrate* is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

   Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis)assemble, (dis)connect

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

**Suggested Activities** (pink pages)

This component is included only in instructor material. The suggested activities page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audio-visual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the instructor to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

**Supplements** (white pages)

Supplements are additional teaching aids that support portions of the Information Sheet. Supplements include such activities as games, puzzles and additional information (which is intended to be used as the instructor deems necessary.)

Supplements may be photo-copied for classroom use only.

**Transparency Masters** (white pages)

Transparency master provide information in a special way. Transparencies direct the class' attention to the topic of discussion. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary. Make transparencies and place them in the notebook where they will be immediately available for use.

**Information Sheet** (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Instructors will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

**Assignment Sheets** (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges that are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or instructor for checking student progress.

**Job Sheets** (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

Instructor should demonstrate to students the procedure outlined in each job sheet. Furthermore, the instructor needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

**Tests** (White pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the paper/pencil score along with evaluations of students demonstrations of the desired skills.

The tests are in the instructor's book only, but may be photo-copied for classroom use only.

**Answers to Test and Assignment Sheets** (pink pages)

These components are designed to assist the instructor in evaluation of student performances.

**Teaching Methods**

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

## Corrections and Suggestions

The Curriculum and Instructional Materials Center wants to provide vocational instructors and students with materials that are accurate and effective. Although the Center strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected pages and to indicate the correction on the copy. You can then mail the information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, it is important that you notify the Center of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and
Technical Education
1500 W. Seventh Avenue
Stillwater, Oklahoma 74074

# CAREER PLANNING
## UNIT I

### UNIT OBJECTIVE

After completing this unit, the student should be able to make a personal assessment as a part of career planning. The student will show this knowledge by completion of assignment sheets and unit test with a minimum score of 85 percent.

### SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with career planning to the correct definitions.
2. Name the six reasons people work.
3. List the seven steps of Decision-Making.
4. Name the planning goals.
5. Name at least three occupational clusters and give an example of a job for each cluster.
6. Name at least three careers that will have large growths in the next 10 years.
7. Discuss briefly the changing roles in work.
8. Name and discuss the necessary documents you should have prepared before going on a job search.

CAREER PLANNING
UNIT I

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Information sheet

C. Suggested activities

D. Supplements

1. Supplement #1 — Career Paths

2. Supplement #2 — Where Are You Going?

E. Transparency masters

1. TM #1 — Career Paths

2. TM #2 — Sample Social Security Card

F. Assignment sheets:

1. Assignment Sheet #1 — Why Are You Going To Work?

2. Assignment Sheet #2 — Increase Self-Awareness

3. Assignment Sheet #3 — Chart Personal Goals

4. Assignment Sheet #4 — Using Available Resources

5. Assignment Sheet #5 — Factors Affecting The Work World

6. Assignment Sheet #6 — Complete Parts 1-5 On An Application For A Social Security Card

7. Assignment Sheet #7 — Complete parts 6-14 On An Application For A Social Security Card

8. Assignment Sheet #8 — Complete A Work Permit

G. Test

H. Answers to Test

II. Instructor's guide

## SUGGESTED ACTIVITIES

A. Review unit and plan presentation.

B. Obtain materials to supplement unit.

*Books*

1. *Dictionary of Occupational Titles*
2. *Occupational Outlook Handbook*
3. *Guide for Occupational Exploration*
4. Terkel, Studs. *Working*. New York: Ballantine, 1985.

(NOTE: The Studs Terkel book is available in most local libraries and book stores.)

C. Introduce unit.

D. Discuss unit and specific objectives.

E. Discuss information sheets.

1. Use Information Sheet, Section I, to discuss the terms and definitions associated with career planning and the world of work.
2. Use Information Sheet, Section II, and Assignment Sheet #1 to discuss the reasons people work.
   - In discussing "why people work" have students go to the library and look up the word "work" in three different dictionaries—then discuss the varied definitions to determine how they differ.
   - After discussing careers and why people work, let each student select a career area. Have students list and discuss what social contributions these workers will provide to our nation.
3. Use Information Sheet, Section III, and Assignment Sheets #2 and #3 to discuss the steps and strategies of decision making.
   - Divide the class into small groups. Have each group select a career choice and chart the affects of this career choice and chart the affects of this career choice on a person's life: monetary, friendships, leisure activities, standard of living, life goals, etc.
   - Require each student to bring to class a newspaper article about a community decision. Then lead the class discussion to decide if this decision will directly affect the students themselves or if it will only affect the work world.

## SUGGESTED ACTIVITIES

- Use the reference book "Working" by Studs Terkel and read an excerpt from it to your students. Have the class discuss the person's outlook on the world of work, how working experiences help in choosing a career, and how the experience might fit into a career plan.

- Divide the class into small groups and give each group a list of jobs. Have each group identify whether the place of work will be in a group environment, alone, indoors, outdoors, mobile, and also discuss the work time—nights, week-ends, holidays. Aim the discussion towards whether or not the students would consider these factors when thinking about the type of work they would like to do.

4. Use Information Sheet, Section IV, and Assignment Sheet #4 to discuss setting goals to achieve success.

   - Have each student interview a working adult. This adult should be one who is considered successful in their positions. Have the students acquire information about that person's responsibilities on the job and how his or her interests, abilities, and personality traits are helpful on the job. Have students turn in a short written report and also give an oral report to the other students about the findings.

5. Use Information Sheet, Section V, and Assignment Sheets #5 to discuss the use of the Dictionary of Occupational Titles and the Guide for Occupational Exploration.

   - To give students additional exposure to the Dictionary of Occupational Titles, Occupational Outlook Handbook, and the Guide for Occupational Exploration, assign a designated chart in the classroom with the titles "The Most Unusual Jobs" and "The Highest Paying Job" and during the week have students explore careers and list under the titles the jobs they have found that fit under each of these categories. On Friday, let the class reach a consensus about each category and unanimously decide which is the most unusual and which is the highest paying.

   - As a brainstorming activity, have each student list as many jobs as they can under each letter of the alphabet using a set length of time. After time has been called, continue the activity by listing the jobs on the board under each letter. See how many jobs are listed more than one time.

6. Use Information Sheet, Section VI, to discuss the jobs of the future.

   - Select three students to be chalkboard writers. Develop three lists: one titled "Jobs of Yesterday," one titled "Jobs of Today," and the third titled, "Jobs of Tomorrow." To get the discussion started, you might mention some from the book. Get the students thinking about how jobs have been eliminated, changed, or even created. Continue adding jobs to each list.

- A follow-up to this activity might be to have students discuss the meaning of "job security" as it relates to past, present, and future job trends.

7. Use Information Sheet, Section VII, to discuss the changing roles in the work force.

   - With growing number of women in the work force, have student discuss and make a list of the changes in our society that have taken place—not only in the work field but also in the home. Lead a discussion on how the changes have affected the world of work.

8. Use Information Sheet, Section VII, and Assignment Sheet #6 to discuss the Education and Skills Preparation for Jobs.

   (NOTE: When discussion on education and job preparation is taking place, have students break into small groups and have each group list three or four jobs (for example, doctor, teacher, astronaut, carpenter.) Have each group identify the necessary preparation a worker might need to become a better worker in each specific area.)

9. Use Information Sheet, Section X, and Assignment Sheets #7, #8, and #9, Transparency Master #2, to discuss the necessary documents for effective career planning. Explain the importance of having these documents and having them up-to-date.

   - As you are filling out the sample application for a Social Security Card, discuss where these application may be obtained. Also, discuss where a person needs to obtain an original copy of their birth certificate (the state capitol of the state that they were born.)

F. Give test.

G. Critique test and discuss in class.

H. Reteach as necessary.

III. Unit references

A. Daggett, Willard R. *The Dynamics of Work*. Dallas: South-Western Publishing Company, 1984.

B. Kimbrell, Grady and Ben S. Vineyard. *Succeeding In the World of Work*. Dallas: South-Western Publishing Company, 1986.

C. Kelly, Joan M. and Volz-Patton. *Career Skills*. Encino, California: Bennett and McKnight, 1987.

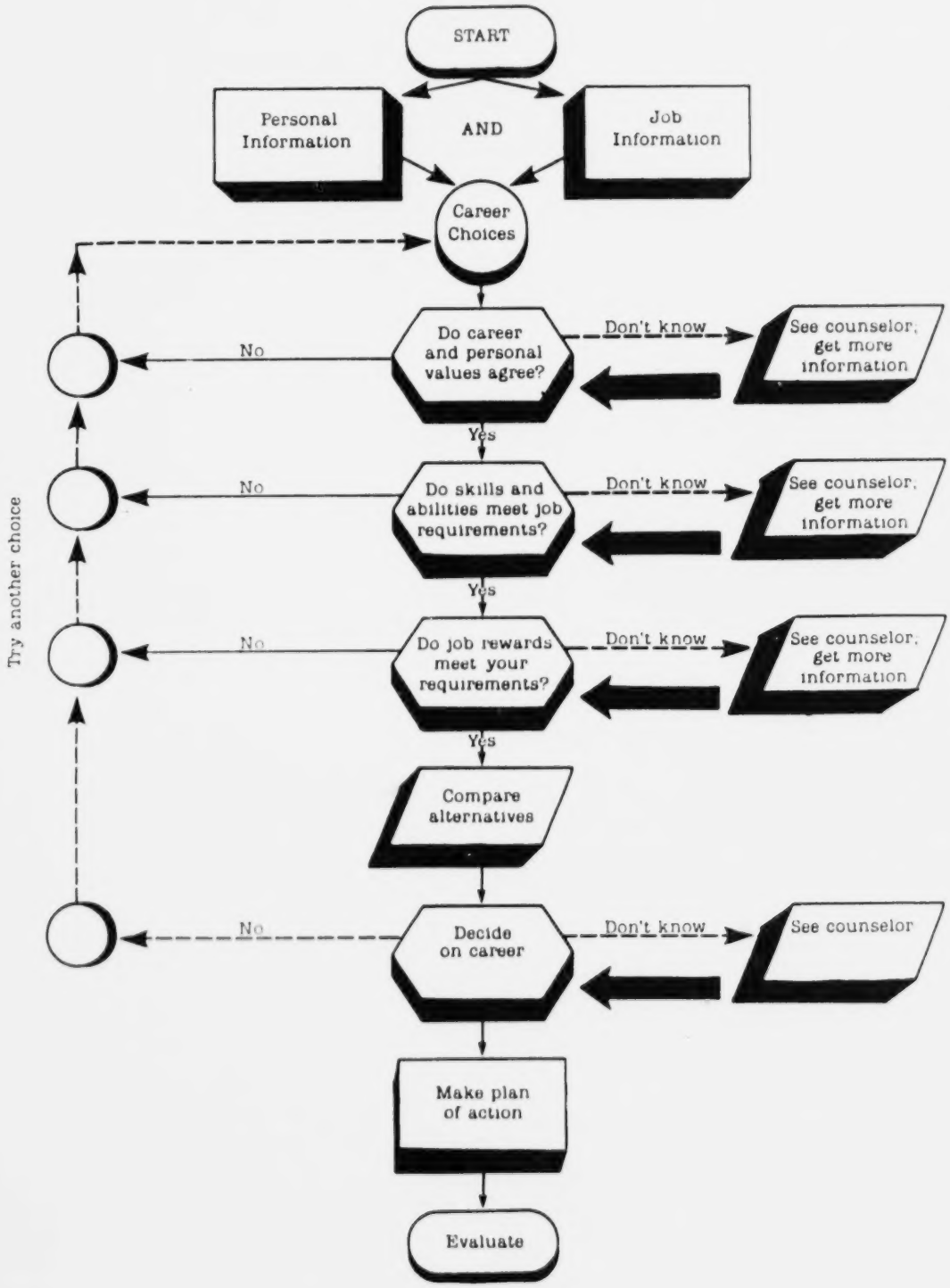
D. Littrell, J.J. *From School to Work: A Cooperative Education Book*. South Holland, Illinois: Goodheart-Willcox Company, Incorporated, 1984.

SUGGESTED ACTIVITIES

E. *Career World*. Available from USA Today.

F. *Guide for Occupational Exploration (G.O.E.)*, U.S. Department of Labor, Employment and Training Administration, 1979.

G. Clements, Irene, and Judy Coffey. Home Economics I: Basic Core Curriculum. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

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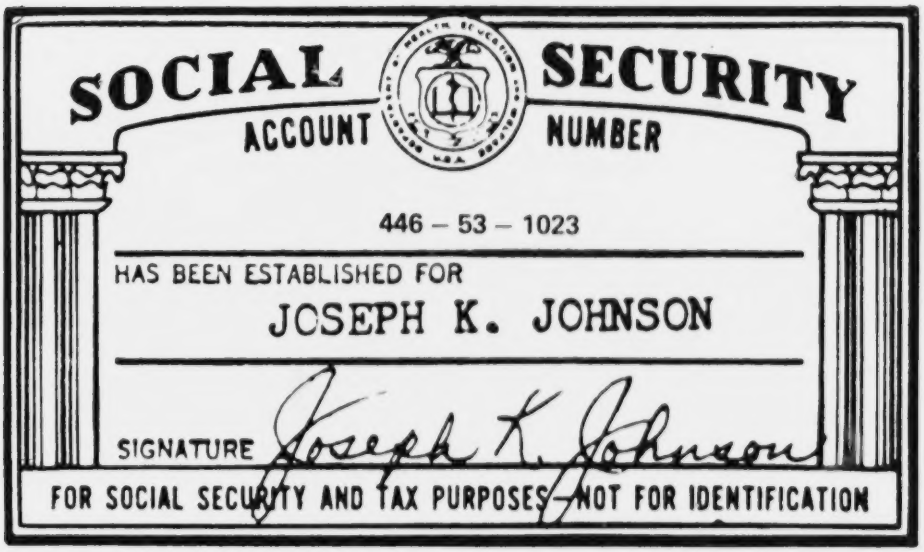
TM #1

# Sample Social Security Card

The part you carry looks like this:


SOCIAL SECURITY
ACCOUNT NUMBER
446 – 53 – 1023
HAS BEEN ESTABLISHED FOR
JOSEPH K. JOHNSON
SIGNATURE Joseph K. Johnson
FOR SOCIAL SECURITY AND TAX PURPOSES—NOT FOR IDENTIFICATION

The part you keep in a safe place looks like this:

446 – 53 –1023

Social Security Account Number

Joseph K. Johnson
RFD 3
Stillwater, Okla.

Signature Joseph K. Johnson

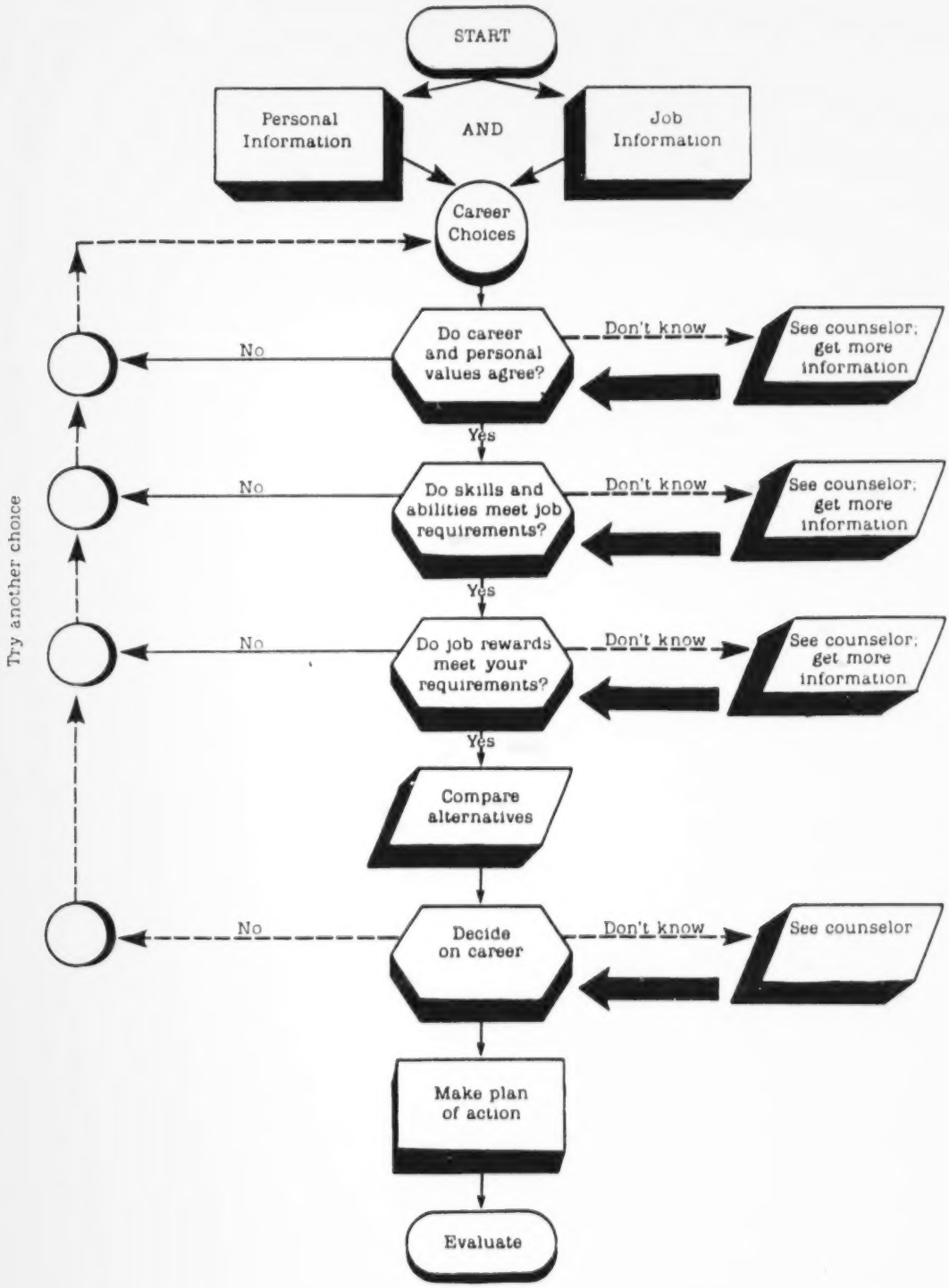
For Social Security and Tax Purposes - Not for Identification.

CAREER PLANNING
UNIT I

## SUPPLEMENT #1 — CAREER PATHS

Each career choice has stopping points along the way. Each stopping point has different things for you to do that require special information and action.

Use the Career Decision Making Path on the next page to help arrive at a career decision.

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CAREER PLANNING
UNIT I

## SUPPLEMENT #2 — WHERE ARE YOU GOING?

Once you have a career path, you can determine if it is, in fact, the right choice for you!

A majority of today's workers just "fell into" the kind of work they do . . . without making any special plans. They took a job because it was "time" to get a job. Planning and careful evaluation can make the difference.

For the next 45 years or so, you'll be spending close to half your waking hours working. Much of the nonworking half will be taken up with spin-off tasks related to your job: getting ready for work, commuting to work, taking lunch breaks at work, or resting up from work.

Consider the oyster. This little shellfish has it made in absolute economic and social security. The oyster has a house—a shell—to protect it from its enemies. When hungry, the oyster simply opens its shell and food rushes in for a tasty treat.

The eagle is something else. This bird sees the blue sky as the limit. The eagle must guild its own house, often on the highest mountain crag where storms threaten it every day. For food the eagle flies through miles of rain and snow and wind. This winged creature is short on security but long freedom.

Which way of living appeals more to you—good security or high risk? Or perhaps you don't think much of either extreme and would prefer something in between the life-styles of the oyster and the eagle. What you prefer is one thing. What you get depends on how wisely you choose a career. That's because the career you pick will be the number one influence on the kind of life you'll have. It's a major factor in determining:

- the kinds of friends you'll have
- how much money you'll make
- how much you'll travel and where
- the type of home you'll be able to afford
- if you'll always be supervised by others or perhaps be your own boss someday
- what kind of car you'll drive

SUPPLEMENT #2

- how much leisure time you'll have and how you'll spend it
- the sort of person you'll marry
- where in the world you'll live
- whether you'll look forward to steady pay-days or live in fear of lay-offs

Everything you do in the future will revolve around you choice of career. By far, your career is the one most critical decision facing you at this stage in your life!!!

Ask yourself the following questions about the occupational investigated in Assignment Sheet #5.

| | | Yes | No |
|---|---|---|---|
| 1. | Is it CHALLENGING? | ☐ | ☐ |
| 2. | Is it INTERESTING and will the interest last over the years? | ☐ | ☐ |
| 3. | Can I meet the PHYSICAL and MENTAL STANDARDS of others in this field? | ☐ | ☐ |
| 4. | Is the SALARY close to what I need to live comfortably? | ☐ | ☐ |
| 5. | Is the work SATISFYING as well as PROFITABLE? | ☐ | ☐ |
| 6. | Will the WORKING CONDITIONS be an asset or a liability to my life-style? | ☐ | ☐ |
| 7. | Are there related fields where my skills will be VALUABLE, leaving me other OPTIONS? | ☐ | ☐ |
| 8. | Will it be PRACTICAL to acquire the necessary CREDENTIALS . . . or am I reaching too far? | ☐ | ☐ |
| 9. | Is the occupation EXPANDING—or might it become obsolete in the foreseeable future? | ☐ | ☐ |

CAREER PLANNING
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Career — A path a person may follow through the world of world of work.

EXAMPLE: Candy striper to practical nurse to registered nurse.

B. Job — Group of similar positions in a work situation

(NOTE: There may be only one or there may be many persons employed in the same job. Teaching history in your school is an example of a job.)

C. Work — any kind of planned or responsible activity in which an individual engages with expectation of a return for efforts

D. Occupation — Group of similar jobs

EXAMPLE: Secondary school teaching

E. Ability — Power to do a task or skill

F. Goal — Objective you plan to achieve

G. Skill — Ability to do a job well

H. Self-image — What you think about yourself

I. Positive self-image — Self belief that your abilities and feelings are consistent with what you think of yourself—liking yourself

J. Self-awareness — Ability to recognize your own values, ambitions, and goals

K. Interest — Something a person enjoys

L. Aptitude — Natural tendency, inclination, or ability to do a task or skill—quickness to learn or understand a particular function

M. Strategy — A plan of action that you adopt in seeking a goal

N. Success — To develop necessary qualities and traits to achieve in the world of work.

II. Reasons people work

A. Money

B. Prestige (Identity)

C. Self-satisfaction

INFORMATION SHEET

D. Social

E. Role in Society

F. Peer/Family Pressure

III. Steps and strategies of decision making

(NOTE: Your career decision will be the first step in reaching the lifestyle you want and it will affect all areas of your life. At least half of all people do not choose the jobs they want—they take what is available at the time. Most people lack knowledge and planning skills when choosing careers.)

People must make careful and logical decisions at all times when choosing a career. The following steps can aide a person in this process:

1. *Define your future needs or wants*

   EXAMPLE: Where will you want to live, how much time do you want to devote to your job, how much travel, how much money will you need.

2. *Anaylze your resources*

   EXAMPLE: Your resources for choosing a career are the things that make you—you—interests, skills, personality.

3. *Identify your choices*

   EXAMPLE: Pick several careers that you think might fulfill your needs and wants.

4. *Gather information and compare choices*

   EXAMPLE: Find out about such things as job duties, job responsibilities, work relationships, required skills for each career.

5. *Evaluate choices*

   EXAMPLE: Review the information you have gathered and determine which factors which match your interests and skills.

6. *Make your decision*

   EXAMPLE: Decide which career fits your needs from the evaluation.

7. *Plan how to reach your goal*

   EXAMPLE: Work toward this career decision

INFORMATION SHEET

8. Be alert

   (NOTE: Even though you have decided on a career, keep asking questions because job fields constantly change.)

9. Have a plan of action

   (NOTE: This allows you some control over what happens to you.)

10. Evaluate

    (NOTE: Continue this ongoing process to determine if your chosen career is fulfilling your needs.)

11. Start over

    (NOTE: If your needs are not being fulfilled, go back until you see some progress.)

IV. Setting goals

(NOTE: All the small steps taken to get where you are now to where you want to be.)

A. *Specific Goals*

EXAMPLE: I want to be a success—far too general
I want to be a doctor—much more specific

B. *Realistic Goals*

EXAMPLE: Know your aptitudes and abilities and you should be able to set realistic goals—If you're 6'2" you will probably never be a jockey.

C. *Short or Long-Term Goals*

EXAMPLE: These short to medium-range goals will be stepping stones on your way to meeting your long-range goal and will help you determine whether or not you need to change your goal.

V. Occupational Clusters

A. ARTISTIC

EXAMPLES: Literary Arts
Visual Arts
Performing Arts: Drama
Performing Arts: Music
Performing Arts: Dance
Craft Arts
Elemental Arts
Modeling

INFORMATION SHEET

B. SCIENTIFIC

EXAMPLES: Physical Sciences
Life Sciences
Medical Sciences
Laboratory Technology

C. PLANTS AND ANIMALS

EXAMPLES. Managerial Work: Plants and Animals
General Supervision: Plants and Animals
Animal Training and Service
Elemental Work: Plants and Animals

D. PROTECTIVE

EXAMPLES: Safety and Law Enforcement
Security Services

E. MECHANICAL

EXAMPLES: Engineering
Managerial Work: Mechanical
Engineering Technology
Air and Water Vehicle Operation
Crafts Technology
Systems Operation
Quality Control
Land and Water Vehicle Operation
Material Control
Crafts
Equipment Operation
Elemental Work: Mechanical

F. INDUSTRIAL

EXAMPLES: Production Technology
Production Work
Quality Control
Elemental Work: Industrial

G. BUSINESS DETAIL

EXAMPLES: Administrative Detail
Mathematical Detail
Financial Detail
Oral Communications
Records Processing
Clerical Machine Operation
Clerical Handling

INFORMATION SHEET

H. SELLING

EXAMPLES: Sales Technology
General Sales
Vending

I. ACCOMMODATING

EXAMPLES: Hospitality Services
Barber and Beauty Services
Passenger Services
Customer Services
Attendant Services

J. HUMANITARIAN

EXAMPLES: Social Services
Nursing, Therapy, and Specialized Teaching Services
Child and Adult Care

K. LEADING-INFLUENCING

EXAMPLES: Mathematics and Statistics
Educational and Library Services
Social Research
Law
Business Administration
Finance
Services Administration
Communications
Promotion
Regulations Enforcement
Business Management
Contracts and Claims

L. PHYSICAL PERFORMING

EXAMPLES: Sports
Physical Feats

VI. Job Trends of the Future

A. Skills jobs will be the majority of the jobs in the future.

B. While you are learning about different careers, you should also be aware of factors that will affect the job in the future—industry and technology.

C. The long-term outlook for any career is very important—if the outlook is bleak, there probably won't be many jobs available.

INFORMATION SHEET

D. The Bureau of Labor Statistics is predicting large job growth by 1995 in the following areas:

Cashiers
Food Preparation Workers
Truck Drivers
Waiters and Waitresses
Wholesale Trade Salesworkers
Nursing Aides, Attendants and Orderlies
Retail Salespersons
Secretaries
General Office Clerks
Guards
Mechanics
Cosmotologists
Bookkeeping, Accounting, and Auditing Clerks
Computer Operators
Medical Lab Technicians
Carpenters
Food Services and Lodging Managers
Electricians
Blue Collar Worker Supervisors
Medical Assistants

VII. Changing Roles — Traditional vs. Non-Traditional

(NOTE: The average woman will work 35 years during her lifetime—the average male, 41 years.)

1. Don't let outdated traditions prohibit you from pursuing the career you want.

2. Opportunities for women in management positions is better than ever before and are continuing to get better all the time.

3. Over 1.5 million women are entering the workforce each year.

4. Statistics reveal that by 1970 at least half of the workforce in the United States will be occupied by women.

5. Women are filling jobs that used to be considered "men's work."

INFORMATION SHEET

IX. Documents

(NOTE: Whenever you begin your career search for the job you want, be sure to have all documents prepared and up-to-date.)

A. Social Security Card

1. Proofs necessary to apply for a social security card

a. Age and citizenship

EXAMPLE: Birth certificate

(NOTE: Only original documents are accepted as proof.)

b. Identity

EXAMPLE: Driver's license, school record or report card, church membership or confirmation record, voter's registration card, insurance card, doctor or hospital record

(NOTE: Only original documents are accepted as proof.)

B. Applying for a social security card

1. The law requires all children must have a social security number by age 5.

2. Apply in person if you are 18 or older and have never had a card.

3. Apply in person if you are an alien

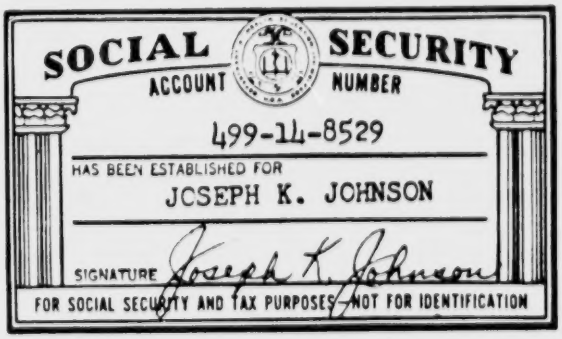
4. Complete application and return by mail if you are not an alien, or have been issued a card.

EXAMPLE: You lost your card

C. Two parts of a social security card (Transparency #1; Figures 1 and 2)

1. Carry top part with you

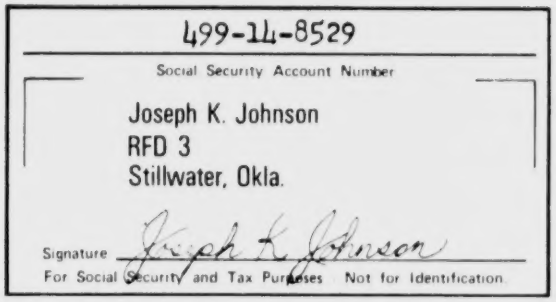
FIGURE 1



INFORMATION SHEET

2. Keep bottom part in safe place

FIGURE 2




D. Birth Certificate—original copy

E. Driver's License (if applicable)

F. Work Permit

G. Resume

H. Letters of Recommendation

CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #1 — WHY ARE YOU GOING TO WORK

NAME _____ SCORE _____

What are you striving for from your work? Listed below are six of the reasons why people work. Use these ideas to think about what you will expect from your work. Complete each of the statements. Hopefully, this will give you a clearer picture of what's important to you on the job.

1. *People work for money*

   I want to work to earn money for these reasons: _____

   _____

   _____

   _____

2. *People work for prestige (Identity).*

   I want my work to provide me with the following: _____

   _____

   _____

   _____

   _____

3. *People work for self-satisfaction.*

   At work I want to be with other people because of the following: _____

   _____

   _____

   _____

4. *People work for the social satisfaction.*

   At work I want to be with other people because of the following: _____

   _____

   _____

   _____

ASSIGNMENT SHEET #1

5. *People work to fill a place in society.*

   At my work and home, I want to be useful by doing the following: _____

   _____

   _____

   _____

6. *People work because of peers and family.*

   _____

   _____

   _____

   _____

7. Can you think of other reasons you might have for wanting to work? Explain these reasons. _____

   _____

   _____

   _____

*QUESTIONS*

1. What do you feel is your most important reason for working?

   Explain. _____

   _____

   _____

2. What do you feel is your least important reason for working?

   Explain. _____

   _____

   _____

CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #2 — INCREASE SELF-AWARENESS

NAME _____ _____ SCORE _____

Self-awareness can be called a prerequisite to personal development. To be able to make sound decisions about future direction, you must recognize your values, ambitions, and goals. Furthermore, you need to know your relationship to others and just how you fit into the scheme of life, whether at home, at school, or in the community.

The purpose of this assignment is to help you become more aware of yourself and your feelings. The following questions are to be answered quickly, relying on first thoughts, and should not be dwelt upon for any period of time.

(NOTE: These questions have no right or wrong answers.)

1. What is your favorite color? _____
2. What subject do you enjoy most in school? _____
3. What is your favorite holiday? _____
4. What food pleases your appetite most? _____
5. What car do you like best? _____
6. What makes you sad? _____

   Happy? _____
7. If you could only save one personal item, what would it be? _____

   _____
8. At what time in history would you choose to live? _____

   _____
9. If you had any one place you could visit, where would it be? _____

   _____
10. What special talents would you like to have? _____

    _____

ASSIGNMENT SHEET #2

11. What quality would you add to your personality or character? _____

_____

12. What quality would you like to get rid of? _____

_____

13. What is your favorite pastime? _____

_____

14. If you could spend one hour talking with anyone in the world, who would it be?

_____

15. What is the biggest problem or concern of yours that you need to solve right now?

_____

_____

CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #3 — CHART PERSONAL GOALS

NAME _____ SCORE _____

Goals are actions we intend to do. There are two kinds of goals according to the time span in which you plan to achieve them. These are short-term and long-term goals.

A short-term goal could be set for a day, a week, or a month. Any objective you can accomplish in a year's time is called a short-term goal. An example of a short-term goal could be to complete this course.

Long-term goals take more time to achieve than short-term goals. Any objective that takes more than a year's time to accomplish is a long-term goal. An example of a long-term goal could be to graduate from a college. Another example could be to become an assistant store manager in five years.

Short-term and long-term goals will help you get ahead in life and in a career.

You can do more and better things when you set goals. No company ever made a profit without goals. Business set goals for 5, 10, and even 15 years ahead. Each year and each month business set short-term goals to help reach long-term goals. Businesses do not leave the future to chance. Do you?

1. List three things you want to do next week from most important to least important.

   Goal 1: _____

   Goal 2: _____

   Goal 3: _____

2. Plan your week so that Goal 1, your first priority, gets the most amount of time, thought, and energy. Keep an hourly log of activities.

3. Do another log of activities for one week. Re-evaluate how you used your time. Did Goal 1 receive the most amount of time?

   _____

   _____

4. Recall the fable "The Tortoise and the Hare." With which of these characters do you identify?

   _____

   _____

5. Chart your goals using the "My Goals"chart included in this assignment sheet.

CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #4 — USING AVAILABLE RESOURCES

NAME _____ SCORE _____

In our career planning, we have been provided with several resources in which to research some of our chosen career for vital information in the career-decision making process. These resources can aide you in making important decisions.

Check out at least three sources of information about careers. This source can be printed or computerized. The following may be useful:

- Occupational Outlook Handbook
- Guide for Occupational Exploration (G.O.E.)
- Dictionary of Occupational Titles (D.O.T.)
- The ERIC computer system
- Other career publications, such as magazines and audiovisuals.

Choose a career you are interested in. Examine the publications mentioned above. Now complete the following information.

1. Using this resource, what was most helpful? Why was it helpful?

_____

_____

Using this resource, what was least helpful? Why was it not helpful?

_____

_____

What do you feel you learned from using this resource? Will you refer to it again for necessary information on careers?

_____

_____

2. Resource: _____

Using this resource, what was most helpful? Why was it helpful?

_____

_____

_____

ASSIGNMENT SHEET #4

Using this resource, what was least helpful? Why was it not helpful?

_____

_____

_____

What do you feel you learned from using this resource? Will you refer to it again for necessary information on careers?

_____

_____

_____

3. Resource: _____

Using this resource, what was most helpful? Why was it helpful?

_____

_____

_____

Using this resource, what was least helpful? Why was it not helpful?

_____

_____

_____

What do you feel you learned from using this resource? Will you refer to it again for necessary information on careers?

_____

_____

_____

CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #5 — FACTORS AFFECTING THE WORK WORLD

NAME _____ SCORE _____

As we know, the world is constantly being affected by predictable and unpredictable events. Many of these changes will affect the environment of the work world. Such as—who will be working, what kinds of jobs will be available, and what training and educational skills will we, as workers, need?

Therefore, for this assignment, watch the news or read the newspaper and find an event or events that you think will affect our work and jobs. In the space provided, summarize three of the stories. Select the stories that you feel will have the greatest effect on our work that people do. Answer the following questions.

*NEWS STORY*

SOURCE USED: _____ TITLE _____

SUMMARIZATION: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

*QUESTIONS*

1. How will the events that you described in this story affect our work and jobs?

   _____

2. How, as workers, can we prepare for these changes? _____

   _____

ASSIGNMENT SHEET #5

*NEWS STORY*

SOURCE USED: _____ TITLE _____

SUMMARIZATION: _____

_____

_____

_____

_____

_____

_____

*QUESTIONS*

1. How will the events that you described in this story affect our work and jobs?

   _____

2. How, as workers, can we prepare for these changes? _____

   _____

*NEWS STORY*

SOURCE USED: _____ TITLE _____

SUMMARIZATION: _____

_____

_____

_____

_____

_____

_____

QUESTIONS:

1. How will the events that you described in this story affect our work and jobs?

   _____

2. How, as workers, can we prepare for these changes? _____

   _____

CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #6 — COMPLETE SECTIONS 1-5 ON AN APPLICATION FOR A SOCIAL SECURITY CARD

NAME _____ SCORE _____

Read the instructions below for each part of sections 1-5 on the application for a social security card. Then complete Sections 1-5, Part II, on the following page.

INSTRUCTIONS FOR COMPLETING THE APPLICATION FORM

**If you do not know the answer to a question and cannot find the answer, write "unknown" in the spaces for the answer.** If you any questions about how complete the form, what papers you must submit with it, or whether a personal interview will be necessary, please call your nearest social security office at the number listed in your telephone directory. After your completed application and all necessary evidence are received, your local office can tell you approximately how long it will take before you get your social security card in the mail. The instructions below are numbered to correspond with the numbered items on the application.

PART I

1. Please enter your full name as you use if for work, school, or other official business. If you have a maiden name, enter it in full in the space provided. Your entire name will be recorded in our records; however, only your first name, middle initial and last name will appear on the card itself, unless you specifically request that we spell out your middle name.

   If your name has changed, show the name you were given at birth on the second line.

   If you have used any other name during your lifetime, show it on the third line. Do not include nicknames unless used officially at school or work. More than one such name can be shown.

2. Enter the address where you want your social security card mailed. If mail under your name is not normally received at the address which you show, use an "in care of" address. Example: c/o J. Doe, 1 Elm St.

3. Check the block which applies to you. If you check "Other," please submit a statement explaining your situation and why you need a social security number. (You may attach a separate sheet.)

4. Check the block to indicate your sex.

5. While your failure to complete this questions will not affect your obtaining a social security number, this information is important to find out how Social Security programs affect different groups of people in our Nation. It is also essential for preparing statistics to determine compliance with Federal civil rights laws. When used for this purpose, statistics are presented as summaries or other forms of information which do not reveal the names of individuals.

CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #7 — COMPLETE SECTIONS 6-14 ON AN APPLICATION FOR A SOCIAL SECURITY CARD

NAME _____ SCORE _____

PART II

Read the instructions below for each part of sections 6-14 on the application for a Social Security card. Then complete Sections 6-14, PART II, on the following page.

6. Enter your date of birth by month, day, year.

7. Enter your age as of your *last* birthday.

8. Enter the city and state where you were born. If you were born outside the U.S., show the name of the city and country. Please do not use abbreviations.

9. The names of your parents, even if they are no longer alive, are very important in establishing your unique and individual record with social security. Be certain to show your mother's full name at her birth. If your father's last name is different from your name at birth, please explain inw riting, for example, "step-father" or "adopting father" after your father's name. Use whichever name you prefer. If, however, you have ever requested a card before, use the name of the same father, step-father, etc. you used when you first applied.

10. If your answer to item 10a is "No," or "Don't Know," go to item 11. If your answer is "Yes," answer questions 10b through 10e. If you applied for a social security number card before but never received it, draw a line through item 10b and try to answer both questions of item 10c as carefully as you can.

11. Enter today's date by month, day, year.

12. If we must contact you for any reason, we would prefer to phone you. Please indicate a phone number where we can reach you or leave a message for you.

13. Sign your name as it is usually written. Do not print unless your usual signature is printed. If you are applying on behalf of someone else, sign your own name. If you cannot write your name, you may sign an "X" mark. Two person must sign as witnesses to your mark.

14. Check the block marked "self" if you are completing the form for yourself. If you are completing the form for someone else, check the "other" block and show your relationship to the applicant; for example, "father" or "guardian."

CAREER PLANNING
UNIT I

ASSIGNMENT SHEET #8 — COMPLETE A WORK PERMIT APPLICATION FORM

NAME _____ SCORE _____

Students between the ages of fourteen and eighteen must apply for and be issued a work permit before they may take a job.

Complete the following work permit application form. Have your instructor complete the sections for employer and principal. Have your parents or guardian complete the appropriate section.

Steps in complete a work permit application form

(NOTE: Under the child labor provisions of the Oklahoma State Labor Laws, students between the ages of fourteen and eighteen must apply for and be issued a work permit before they may take a job.)

A. Obtain application from office of the county superintendent of schools (courthouse), or an authorized high school principal

B. Complete section of application to be filled out by applicant

C. Have future employer complete section of application to be filled out by employer

D. Have parent or guardian complete section of application to be filled out by parent or guardian

   (NOTE: The issuing officer must speak to one of the parents or guardians before issuing the permit.)

E. Have principal or recommending teacher sign application

F. Return application to office of the county superintendent of schools or authorized high school principal

   (NOTE: Application must be filled out *completely* before a work permit will be issued.)

ASSIGNMENT SHEET #8

No. 600

**APPLICATION**

FILL IN AND RETURN TO ISSUING OFFICER TO SECURE CERTIFICATE OF AGE FOR EMPLOYMENT.

DEAN H. CALHOON
Commissioner

State Department of Labor
Suite 118, State Capitol
Oklahoma City, Okla. 73105

County ..... City .....

Date ..... ,19 .....

**TO BE FILLED OUT BY APPLICANT**

Name of applicant ..... Resides at .....

Date of Birth, Month ..... Day ..... Year ..... Birthplace .....

Grade in which enrolled ..... School ..... Last grade completed .....

Name of person with whom residing ..... Relationship .....

Mailing Address ..... Remarks .....

---

**TO BE FILLED OUT BY EMPLOYER**

Upon presentation of an Employment Certificate, the Minor Named above will be Employed by:

Name of Firm ..... Address ..... Telephone .....

At the following occupation ..... Hours of work: From ..... to .....

And from ..... to ..... for ..... days per week

Will attend ..... Date ..... ,19 .....

.....

Signature of Employer

---

(OVER)

EEP-40

## ASSIGNMENT SHEET #8

**TO BE FILLED OUT BY PARENT OR GUARDIAN**

This is to certify that I am the .....of the above minor and that I hereby consent to his/her employment by the above employer provided said minor is first issued an employment certificate as required by law. I further certify that he or she was born on the date above written and that I have been requested by the issuing officer to submit to him one of the documentary proofs of the date of birth and in the order listed below and do submit the proof indicated. SCHOOL RECORDS CANNOT BE ACCEPTED. LEGAL PROOF OF AGE MUST BE ONE OF THE FOLLOWING:

Birth Certificate .....Certificate of Baptism ..... Bible Record .....

Certificate of Confirmation or other church ceremony at least one year old ..... Certificate of arrival in the United States.....

Life Insurance Policy at least one year old..... A certificate signed by two Physicians, one of whom shall be a Public Health Officer or public school Medical Inspector.....

It is agreed that irregular attendance or unsatisfactory classwork will be sufficient cause for cancellation of this program.

Date.....,19.....

Signature of Parent or Guardian

---

**PRINCIPAL'S OR TEACHER'S RECOMMENDATION**

I, the undersigned (recommend , do not recommend , have no recommendation to make) that .....

be given an employment certificate, provided.....

.....

.....

Signature of Principal or Teacher

WF5177

**DEAN H. CALHOON**
**Commissioner of Labor**

CAREER PLANNING
UNIT I

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. Something a person enjoys

_____b. A plan of action that you adopt in seeking a goal

_____c. Ability to do a job well

_____d. Group of similar jobs

_____e. Group of similar positions in a work situation

_____f. Power to do a task or skill

_____g. A path a person may follow through the world of work

_____h. Objective you plan to achieve

_____i. What you think about yourself

_____j. Ability to recognize your own values, ambitions, and goals

_____k. Any kind of planned or responsible acitivity in which an individual engages with expectation of a return for efforts

_____l. Self-belief that your abilities and feelings are consistent with what you think of yourself—liking yourself

_____m. Natural tendency, inclination, or ability to do a task or skill—quickness to learn or understand a particular function

_____n. To develop necessary qualities and traits to achieve in the world of work.

1. Strategy
2. Occupation
3. Job
4. Work
5. Career
6. Skill
7. Self-image
8. Interest
9. Aptitude
10. Ability
11. Self-awareness
12. Goal
13. Positive self-image
14. Success

TEST

2. Name the six reasons people work.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

3. List the seven steps of Decision-Making.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

   g. _____

4. Name the three planning goals.

   a. _____

   b. _____

   c. _____

5. Name at least three occupational clusters and give an example of a job for each cluster.

   a. _____ _____

   b. _____ _____

   c. _____ _____

TEST

6. Name at least three careers of the job trends of the future that will have large growths in the next 10 years.

   a. _____

   b. _____

   c. _____

7. Discuss briefly the changing roles in work.

   a. _____

   b. _____

   c. _____

   d. _____

8. Name and discuss the necessary documents you should have prepared before going on a job search.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

CAREER PLANNING
UNIT I

ANSWERS TO TEST

1.
| | | | |
|---|---|---|---|
| a. | 8 | h. | 12 |
| b. | 1 | i. | 7 |
| c. | 6 | j. | 11 |
| d. | 2 | k. | 4 |
| e. | 3 | l. | 13 |
| f. | 10 | m. | 9 |
| g. | 5 | n. | 14 |

2. a. Money
   b. Prestige (Identity)
   c. Self-satisfaction
   d. Social
   e. Role in Society
   f. Peer/Family Pressure

3. a. Define your future needs or wants
   b. Analyze your resources
   c. Identify your choices
   d. Gather information and compare choices
   e. Evaluate choices
   f. Make your decision
   g. Plan how to reach your goal

4. a. Specific goals
   b. Realistic goals
   c. Short to long-tern goals

5. a. Evaluated to the satisfaction of the instructor
   b. Evaluated to the satisfaction of the instructor
   c. Evaluated to the satisfaction of the instructor

6. a. Evaluated to the satisfaction of the instructor
   b. Evaluated to the satisfaction of the instructor
   c. Evaluated to the satisfaction of the instructor

7. a thru d — Evaluated to the satisfaction of the instructor

ANSWERS TO TEST

8. a. Social Security Card
   b. Birth Certificate
   c. Driver's License
   d. Work Permit
   e. Resume
   f. Letters of Recommendation

# JOB SEARCH AND APPLICATION
## UNIT II

### UNIT OBJECTIVE

After completing this unit, the student should be able to locate and apply for a job. This knowledge will be evidenced by scoring 85 percent on the unit test.

### SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with locating and applying for a job to the correct definitions
2. Name sources for finding a job.
3. Compare interests to job needs.
4. Complete types of sample employment tests.
5. Discuss the importance of job mobility (location).
6. Prepare a resume.
7. Complete an employment application form.
8. Complete a letter of application and follow-up letter.

# JOB SEARCH AND APPLICATION
UNIT II

## SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Transparency masters

1. Transparency Master #1 — Where to Look for a Job
2. Transparency Master #2 — Help in Finding Jobs
3. Transparency Master #3 — Help in Finding Jobs (continued)
4. Transparency Master #4 — Resume High Points
5. Transparency Master #5 — Sample Resume

D. Information sheet

E. Assignment sheets

1. Assignment sheet #1 — Using the Classified Ads
2. Assignment sheet #2 — Your Work Goals
3. Assignment sheet #3 — Examine Job Interests
4. Assignment sheet #4 — Complete Sample Employment Test
5. Assignment sheet #5 — Prepare a Resume
6. Assignment sheet #6 — Complete Employment Application
7. Assignment sheet #7 — Write an Application Letter
8. Assignment sheet #8 — Complete Public Employment Agency Application
9. Assignment sheet #9 — Private Employment Agency Math and Sample Employment Contract

F. Test

G. Answers to test

SUGGESTED ACTIVITIES

II. Instructor's Guide

A. Review unit and plan presentation

B. Obtain materials to supplement unit

1. Classified sections of the newspaper

2. Samples of various formats for Resumes

3. Samples of various forms for applications

4. Examples of application letters and follow-up letter

C. Introduce unit

D. Provide students with objective sheet and discuss unit and specific objectives.

E. Provide students with information sheets

F. Discuss information sheets

1. Use Information Sheet, Section I, to discuss the terms and definitions associated with locating a job.

2. Use Information Sheet, Section II, and Assignment Sheet #1, #9, and #10, to assist individuals in locating sources to aide in obtaining employment.

- Have students list as many sources of job opening information as they can and have them state which one they would use to begin their location of a job? and Why?

- Have students make a list of available jobs for which they might wish to apply. Have them list at least three for each job and have them write down the following information: 1) the source from which they learned of the job 2) their work skills or personal qualifications that suit them for the job 3) how the job compares with their work interests and career goals.

- Invite representative from employment agency to explain how employment agencies can benefit students in locating employment.

(NOTE: A representative from state employment services will come to Oklahoma schools without charge.)

3. Use Information Sheet, Section III, and Assignment Sheets #2 and #3, to discuss and compare interests to job needs.

SUGGESTED ACTIVITIES

4. Use Information Sheet, Section IV, and Assignment Sheet #4 to discuss employment testing.

   - Explain that different occupations require different testing. Break the class into small groups and have the groups list different occupations and the possible tests that could be administered to check qualifications. Compare group answers.

5. Use Information Sheet, Section V, to discuss the importance of mobility in today's job market. The willingness to relocate is a big factor to obtaining the employment a person wants and needs.

   - Have each student bring in a classified ad that lists a job they might be interested in that is outside of commuting distance. Have them list the advantages and disadvantages of accepting or rejecting this job if it were offered to them.

6. Use Information Sheet, Section VI, to discuss the importance of an effective Resume. Use Assignment Sheet #5 to reiterate the preparation of a Resume.

   - Invite a resource person (e.g. business owner, personnel director, superintendent) to discuss "What I look for on Resumes, Application Letters, Employment Application forms, and follow-up letters."

   - Bring in samples of Resumes that are used effectively and compare styles and formats.

7. Use Information Sheet, Section VII, to discuss completing an application form effectively. Use Assignment Sheet #6 to practice successfully completing an application form.

   - Collect application forms from businesses in local areas. If possible, after student has achieved an adequate grade on a sample application form that is included in unit, have student complete a "real" application form, evaluate it for test.

8. Use Information Sheet, Section VIII, and Assignment Sheet #8, to discuss the importance of an effective Letter of Application (especially if no Resume is attached) and the relationship that can be established when a follow-up letter is incorporated.

   - Obtain actual letters of application to show students and let students critique them as to what could have been done more effectively.

   - Have students bring in an ad for a job that is of interest to them and require that they send a letter of application and copy of their Resume for possible consideration for employment.

SUGGESTED ACTIVITIES

- Follow-up on this exercise when the student has gone for an interview or even if they were not granted an interview have them do a follow-up letter to the prospective employer.

G. Give test

H. Critique test and discuss with class

I. Reteach as necessary

III. Unit references

A. Clements, Irene, and Judy Coffey. *Home Economics I: Basic Core Curriculum*. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

B. Dagget, Willard, R. *The Dynamics of Work*. Dallas: South-Western Publishing Company, 1984.

C. *Guide for Occupational Exploration (G.O.E)*, U.S. Department of Labor, Employment and Training Administration, 1979.

D. Kelly, Joan M. and Volz-Patton. *Career Skills*. Encino, California: Bennett and McKnight, 1987.

E. Kimbrell, Grady and Ben S. Vineyard. *Succeeding In The World of Work*. Dallas: South-Western Publishing Company, 1986.

F. Littrell, J.J. *From School to Work: A Cooperative Education Book*. South Holland, Illinois: Goodheart-Willcox Company, Incorporated, 1984.

# Where To Look For A Job

Friends And Acquaintances

Employment Agencies

Business Person

Counselors

Newspapers

Union

Window Sign

UNEMPLOYED

EMPLOYED

TM 1

EEP-55



59

# Help in Fi

## PRIVATE AGENCY

- Charges a Fee for Its Services
- Helps You Find the Right Job
- Finds Jobs that Will Fit You
- Requires that You Make an Appointment

TM 2

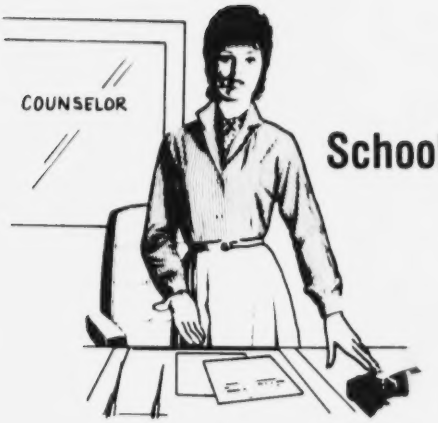
# n Finding Jobs

## PUBLIC AGENCY

- Does Not Charge a Fee for Its Services
- Is Supported by Citizens' Tax Dollars
- Finds Workers for All Types of Jobs
- Does Not Require that You Make an Appointment

EEP-57

# Help in Finding Jobs
## (Continued)

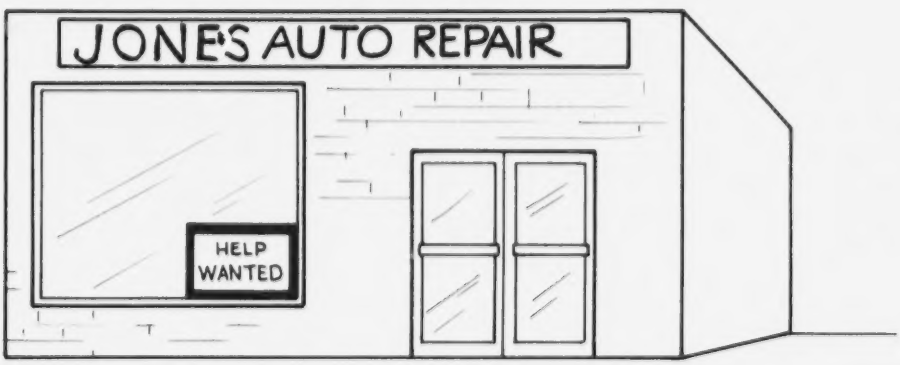



School Counselor

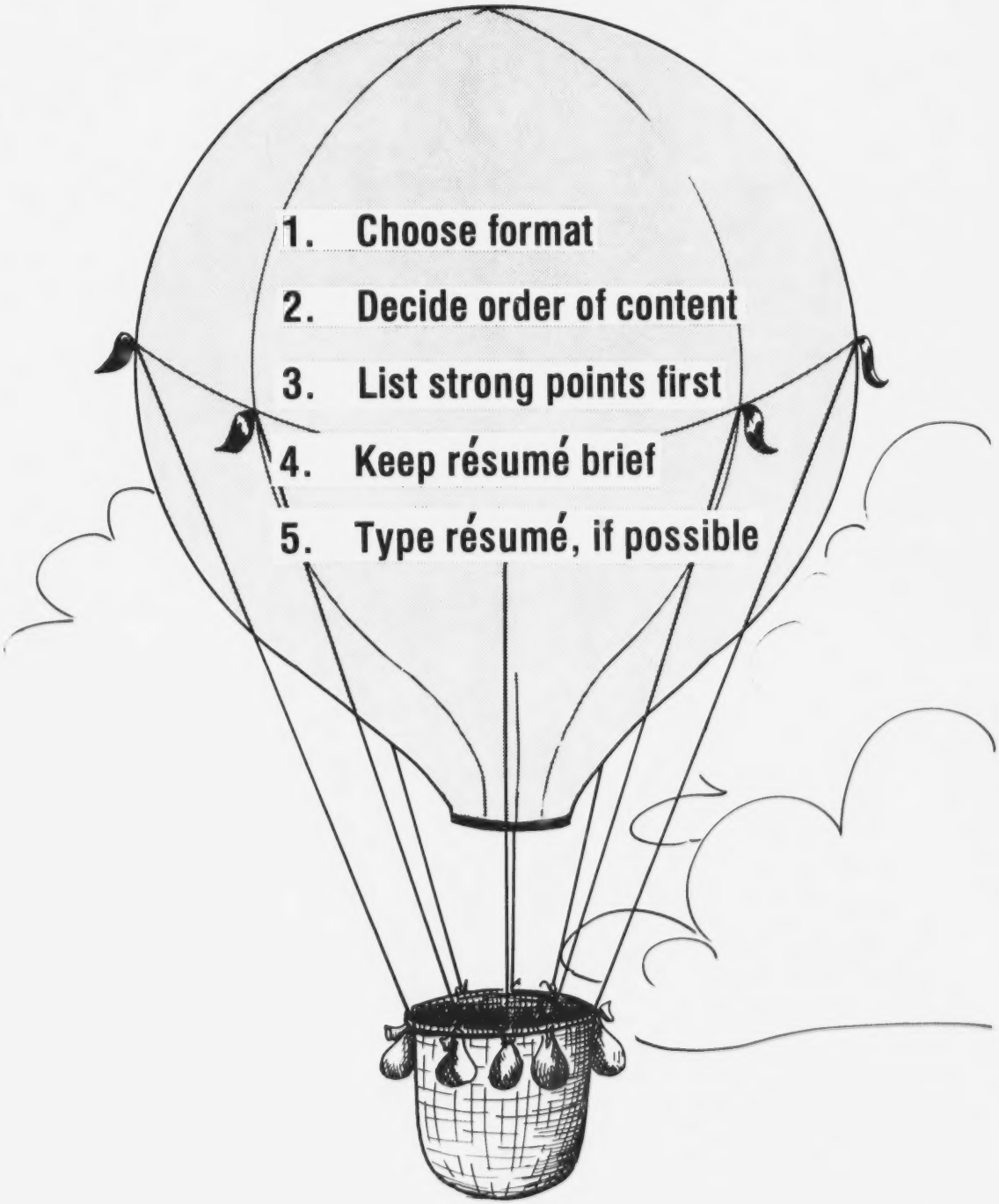
Friends and Relatives

Newspapers

Signs in Windows
of Businesses



# Résumé Highpoints



# SAMPLE RÉSUMÉ

**Terry McKracken**

| | | |
|---|---|---|
| **Address:** | **Present** | **Permanent** |
| | **774 E. Adams Street**<br>**Yourtown, Yourstate 77704**<br>**405-311-7779** | **Route #3**<br>**Anytown, Yourstate 77702**<br>**405-235-4433** |
| **Job Objective:** | **Career in automotive repair** | |
| **Education:** | **Anytown High School, Anytown, Yourstate 1978-1982** | |
| | **Progress Vo-Tech, Progressville, Yourstate 1979-1981**<br>**Grade average: 2.7 on a 4.0 scale** | |
| **Subjects Studied:** | **Auto mechanics — two years (1080 hours)**<br>**High school math**<br>**Basic drafting — two semesters**<br>**CVET mechanical — two semesters** | |
| **Student Activities** | **President, Student Service Organization**<br>**Treasurer, Church Youth Fellowship Organization** | |
| **Work Experience:** | **Gas station attendant — Jones Gas Station, Summer 1982**<br>**Hay hauler, summers (1977 - 1979)** | |
| **References:** | **Mr. Sammy Slavedriver**<br>**Vocational Auto Mechanics Instructor**<br>**Progress Vo-Tech**<br>**Progressville, Yourstate 77703** | **Mrs. Jerri Smith**<br>**Youth Director**<br>**Parkview Church**<br>**711 Fellowship Circle**<br>**Anytown, Yourstate 77702** |
| | **Mr. John Goodwrench**<br>**Jones Gas Station**<br>**Anytown, Yourstate 77702** | **Randy Simpson**<br>**River Bend Ranch**<br>**Anytown, Yourstate 77702** |

JOB SEARCH AND APPLICATION
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Job lead — Information about a possible job opening.

B. Classifieds — A listing of many different kinds of advertisements.

C. Resume — A brief written summary of your personal information and your job qualifications.

D. References — Individuals who know you and are willing to offer comments on your behalf.

E. Lead — An indication or a clue about a job.

F. Blind Ad — Advertisement placed in the help wanted section of the classified ads that does not identify the company placing the ad.

EXAMPLE:

FILE CLERK, light typing, and opportunity for advancement. Salary commensurate with ability. 555-8770.

G. Employment wanted ad — Advertisement placed in the newspaper by individual seeking employment.

EXAMPLE:

WILL BABYSIT in my home. Infants to school-age. Have references and much experience. Call Jennie 555-9900.

H. Help wanted ad — Advertisement placed in the classified section of the newspaper requesting applicants for job offerings.

EXAMPLE:

**Teller Opening**

Utica National Bank has an opening for an experienced inside teller. Basic adding machine and/or calculator skills, ability to cope with pressure is essential in this position. Call for an appointment, 555-7581.

Equal opportunity employer, M/F

# INFORMATION SHEET

I. Application Form — An information sheet given to you to fill out asking information about you, your education, and your work experience.

II. Sources available for locating a job

A. School counselors and placement services

(NOTE: See if your school or college offers this service)

B. Friends and family

(NOTE: Tell people that you are JOB HUNT!NG!!! The more people that are aware that you are interested in obtaining a job the better chance you have in locating employment.)

EXAMPLES: Teachers, counselors, ministers or priests, friends, relatives, neighbors, acquaintances, political officials, business people, and people employed in the types of job you want

C. Newspaper Classified Ads

(NOTE: Use both the help wanted ads and the employment wanted ads.)

D. Public and private employment agencies

(NOTE: Private employment agencies may charge a fee that has to be paid by the person searching for the job, however, some jobs are fee paid—paid by the prospective employer.)

E. Government offices

(NOTE: The U.S. Government is the largest employer in the country—check location of government offices in your area for possible job openings.)

F. Telephone Directory/Direct Calls

(NOTE: If you have exhausted all sources for job leads so using the telephone yellow pages and calling companies direct that interest you may turn up a potential employer needing your skills.)

G. Employment offices of private business firms.

III. Comparing interests to job needs

A. Analyze personal abilities

B. Study future goals

(NOTE: Where do you hope to be and what do you hope to be doing in five years? or ten years? Remember, in order to reach goals, accepting less desirable jobs may be necessary.)

INFORMATION SHEET

C. Examine interests

EXAMPLES: Favorite school subjects, least favorite school subjects, hobbies, sports and special interests; types of people with whom you like to work; where you like to work (indoors or outdoors, small or large firm); types of work you like and dislike

D. List basic job skills

EXAMPLES: Writing, talking, listening, reading, grammar and word usage, spelling, punctuation, vocabulary, mathematics, and numbers

E. List your specific job skills

F. Analyze the jobs available to find specific skills and rates of accuracy required

G. Match personal skills to those required for specific jobs

IV. Types of employment tests

A. Performance tests

(NOTE: Depending upon the position you are applying for, you may be asked to take a skills test.)

EXAMPLES: Secretarial position may require you to take a typing test, shorthand test, spelling test, filing test, mathematics test, etc.

V. Importance of job mobility (relocation)

A. Today's job market requires a person to be willing to relocate.

(NOTE: Specific careers are sometimes located in only one or two areas)

EXAMPLES: Marine biologists will usually be located on the coastal areas

B. During the job search a person should look at their job interests then determine the location factors.

(NOTE: If you have to relocate for a better position, determine the factors such as cost to move as compared to the new position and salary.)

VI. Resume (Personal Data Sheet)

A. A resume gives the employer more detailed information about you.

B. Make sure that it is prepared as accurately and neatly as possible—this document represents you.

C. A clear and concise resume should contain the following:

- Personal data
- Career objective

- Work experience
- Education background
- Personal skills & qualities (optional)
- Honors and Activities (optional—especially useful for a student seking an entry-level position who has no prior work experience)
- References
- (NOTE: The first rule in dealing with references is: Get their permission. Never list a reference without obtaining that person's approval.)

VII. Application

A. The first impression of you to a prospective employer will be the way you complete an application form.

B. Use the following habits in filling out an application form:

- Always read the entire application before beginning to fill-in the blanks;
- Follow ALL directions and instructions;
- Be neat;
- Answer all questions even if they do not apply to you by either: writing NA (not applicable) or drawing a short line through the blank;
- Know ahead of time what position you want;
- Always double-check the form to be sure every question has been answered.

VIII. Letter of Application and Follow-up Letter

A. Letter of Application should be brief—not more than 3 or 4 paragraphs and contain the following information:

1. In the first paragraph identify the job you are writing about—mention how you found out about the job;
2. The next paragraph should talk about your educational experience and your qualifications and abilities;
3. The last paragraph should contain two items—request for an interview at the employer's convenience and information about when and how you can be reached.

B. Always type a letter of application and make sure it is neat and all words are spelled correctly.

INFORMATION SHEET

C. Follow-up letters should be sent to the interviewer regardless of the outcome of the interview.

D. Follow-up letters should be a brief letter that accomplishes the following:

1. Establish a courteous relationship;
2. Thanks the interviewer for his/her time;
3. Shows the interviewer that you are still interested in the job;
4. Allows you to reinforce key points you made during the interview.

JOB SEARCH AND APPLICATION
UNIT II

ASSIGNMENT SHEET #1 — USING THE CLASSIFIED ADS

NAME _____ SCORE _____

During your job search, it is helpful and useful to know how to read and understand the classified ad section of a newspaper. Read the following ads and answer the corresponding questions.

DRILLING COMPLETION ENGINEER - Active Denver based independent seeks an engineer to manage operations. Requirements - 5+ years experience. Compensation-Competitive salary, assigned overriding royalty, stock option, medical. Please send confidential resume of experience, education, and salary history to Robert P. Jones, Jr. Dakota Resources, Inc., 2900 Security Life Building, Denver, Colorado 80202 or call (303) 555-2900.

ADMINISTRATIVE ASSISTANT
Fee paid. Good telephone skills & experience. Light typing, able to accept some responsibility, pleasant manner, excellent working conditions. $12,000 plus bonus plus profit sharing. Ask for Katherine.
LLOYD RICHARDS, INC.
Call 555-5251 Oil Capital Bldg.

MA BELL'S
$3.50 AFTER TRAINING
Bus persons & counter positions, part time evenings & weekends. Apply in person, 2-5 p.m., 5220 S. Yale or 6618 E. Admiral.

A. 1. What is the title of the position?

_____

2. What are the qualifications for the job

_____

3. Who is the prospective employer?

_____

4. Who listed the position?_____

B. 1. What is the type of position?

_____

2. What work experience is required?

_____

_____

3. What is the salary? _____

C. 1. What is the salary? _____

2. What is the type of work? _____

_____

3. How do you apply?_____

_____

D. 1. What is the type of position?_____

_____

2. What are the hours? _____

# ASSIGNMENT SHEET #1

**49a—Help Wanted—Clerical Office**

**JR. EXEC. SEC.**

All fee paid. Front office demeanor. Type 70, excellent opportunity. Call in confidence. $12,000

LLOYD RICHARDS, INC.
Call 555-5251 Oil Capital Bldg.

---

STEAK & ALE RESTAURANT now accepting applications for general kitchen workers, full or part-time, evening shift. Should be able to work through the end of the year minimum. Apply in person, 4710 East 51st. 555-3610.

Equal opportunity employer

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**49g—Professional & Administrative**

MATHEMATICS POSITIONS
Advertisement Copy

Mathematics: Lecturer. Part-time. Begin August 20, 1981. Effective for the 1981-82 academic year only. A master's degree and teaching experience is required. Teach undergraduate courses in Mathematics. Send letter of application, detailed vita, transcripts, and letters of recommendation to Mathematics Screening Committee, Dr. David M. Hart, Dean, School of Mathematics and Science, Central State University, Edmond, OK 73034. Deadline for receipt of application is July 17, 1981. Central State University is an Equal Opportunity/Affirmative Action Employer.

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**49h—Miscellaneous**

PART TIME JANITORS

Mature married men - janitor service accepting applications. Work 3 to 4 hours per night, Mon. through Fri. Work in downtown area and 15th & Sheridan. Paid holidays. We will train you. Call for appointment, 555-1197.

---

3. What experience do you need? _____

_____

4. Who pays the fee for finding the job?

_____

E. 1. What experience is required? _____

_____

2. What is the salary? _____

3. What does EOE stand for? _____

_____

F. 1. What is the work schedule? _____

2. What experience is needed? _____

_____

3. How do you apply? _____

G. 1. What is the work schedule? _____

2. What are the benefits of the job?

_____

3. What training do you need? _____

_____

4. How do you apply? _____

JOB SEARCH AND APPLICATION
UNIT II

ASSIGNMENT SHEET #2 — YOUR WORK GOALS

NAME _____ SCORE _____

It is important for all of us to have goals and dreams. When you set goals you have a chance to think about things that you really want to do. Keep in mind that you will be working at least 40 years—how are you going to spend those years and what do you want to accomplish in your personal life as well as your professional life?

Under each of the headings below, list what you want to be doing personally and professionally at each stage of your working life.

| | What do I want to Accomplish Personally | What do I want to Accomplish Professionally |
|---|---|---|
| 5 years From now | | |
| 10 years From now | | |
| 20 years From now | | |
| 30 years From now | | |
| 40 years From now | | |

JOB SEARCH AND APPLICATION
UNIT II

ASSIGNMENT SHEET #3 — EXAMINE JOB INTERESTS

NAME _____ SCORE _____

What kind of job would you like to have and how important is it to you? Indicate the degree of importance you would personally attach to each item. Check 1 (Very Important), 2 (Important), 3 (Unimportant), or 4 (Very Unimportant) in the blanks to the left of each job characteristic.

1 2 3 4

___ ___ ___ ___ 1. *Ability Utilization*: I could do something that makes use of my abilities.

___ ___ ___ ___ 2. *Achievement*: This job could give me a feeling of accomplishment.

___ ___ ___ ___ 3. *Activity*: I could be busy all the time.

___ ___ ___ ___ 4. *Advancement*: The job would provide an opportunity for advancement.

___ ___ ___ ___ 5. *Authority*: I could tell people what to do.

___ ___ ___ ___ 6. *Company Policies & Practices*: The company would carry out its policies fairly.

___ ___ ___ ___ 7. *Compensation*: My pay would compare well with that of other workers.

___ ___ ___ ___ 8. *Co-workers*: My co-workers would be easy to make friends with.

___ ___ ___ ___ 9. *Creativity*: I could try out some of my own ideas.

___ ___ ___ ___ 10. *Independence*: I could work alone on the job.

___ ___ ___ ___ 11. *Moral Values*: I could do work without feeling that it is morally wrong.

___ ___ ___ ___ 12. *Recognition*: I could get recognition for the work I do.

___ ___ ___ ___ 13. *Responsibility*: I could make decisions on my own.

___ ___ ___ ___ 14. *Security*: The job would provide for steady employment.

___ ___ ___ ___ 15. *Social Service*: I could do things for other people.

___ ___ ___ ___ 16. *Social Status*: I could be respected in the community.

Adapted from an activity developed by Mary Klaurens, Lorraine Hansen, and W. Wesley Tennyson, *Satisfactions and Rewards of Work: A Career Resource Guide (St. Paul: Pupil Personnel Services Section, Minnesota State Department of Education, 1972.)*

ASSIGNMENT SHEET #3

1 2 3 4

___ ___ ___ ___ 17. *Supervision-Human Relations*: My boss would back up the employees.

___ ___ ___ ___ 18. *Supervision-Technical*: My boss would train employees well.

___ ___ ___ ___ 19. *Variety*: I could do something different every day.

___ ___ ___ ___ 20. *Working Conditions*: The job would have good working conditions.

JOB SEARCH AND APPLICATION
UNIT II

ASSIGNMENT SHEET #4 — COMPLETE SAMPLE EMPLOYMENT TEST

NAME _____ SCORE _____

Some places of business in which you might apply for work may require you to take an employment test. Subject areas which might be covered on employment tests include vocabulary, grammar, math, spelling, reading comprehension, reasoning, filing, comparison, skills (typing, shorthand, transcription), proofreading, psychologicl items.

In order for you to do well on such a test there are some "hints" included below.

Take a few deep breaths before beginning the test. *Follow directions*, such as "circle," "underline," or "print." Also, follow specifically any instructions, such as using a special pencil or checking only one answer. WRITE or PRINT CLEARLY. If there is something you do not understand ask before the test begins. Go through the test in order marking answers carefully. Answer the easiest questions first; do not spend a lot of time on one question. Recheck answers if you finish early. Make sure the test number matches the number on the answer sheet.

(NOTE: Ask to move if the sun is going to be in your eyes or if you are sitting in a draft and let the tester know if you cannot hear directions.)

The following employment test has fifty-five questions. Answer each question as carefully and completely as possible. Be sure to follow the specific directions for each section.

Directions: Each question below gives several suggested spellings for a word. Decide which spelling is correct and circle the letter preceding that word.

1. a. Propposal
   b. Propossal
   c. Proposal
   d. Propossal
   e. None of these
2. a. Bookeeping
   b. Bookepping
   c. Bookkeping
   d. Bookkeeping
   e. None of these

ASSIGNMENT SHEET #4

3. a. Iteniary
   b. Itinerary
   c. Inenerary
   d. Itenirary
   e. None of these

4. a. Conferance
   b. Conference
   c. Confference
   d. Conferience
   e. None of these

5. a. Transferrable
   b. Transferable
   c. Transfferable
   d. Transferible
   e. None of these

Directions: In the following sentences, circle the word which makes the sentence correct.

6. You should (of, have) participated in the promotion.
7. It (will, won't) take but a minute.
8. He is (confidant, confident) that you will enjoy the play.
9. I would (advice, advise) her to stay in London another week.
10. The documentary contained more than (thirty, 30) pages of directions.

Directions: Punctuate correctly the following sentences.

11. The reference book Charm and Poise for Getting Ahead is now available at Martins Book Store
12. Examinations will be given for a number of different positions for example typist and general clerk secretary office manager and bookkeeper

ASSIGNMENT SHEET #4

13. The meeting is now scheduled for December 12 1990.

14. Our district manager Mr Carther will call on you

15. He said I appreciate the trouble you have gone through to get me elected gentlement but you cant tell me how to vote in this election

Directions: Solve each of the following problems and circle the letter preceding the correct answer.

16. Which number in the following group of numbers represents the smallest amount?

    a. 3

    b. 1

    c. .95

    d. 732

    e. .05

17. Subtract: 150.07 – 2.3 =

    a. 147.77

    b. 148.04

    c. 149.84

    d. 157.77

    e. None of these

18. Find: 6% of 600.20 =

    a. $36.00

    b. $36.05

    c. $360.01

    d. $75.00

    e. None of these

ASSIGNMENT SHEET #4

19. What number is missing from the series?

67 59 43 27 ·

a. 38

b. 37

c. 34

d. 35

e. None of these

20. Five pounds of paper sells for $2.00. How many pounds can you buy for 80 cents?

a. 3

b. 1 1/2

c. 2

d. 4

e. None of these

Directions: Write the following amounts in words.

21. $273.75 _____

22. 61 1/3 _____

23. 90 10/16 _____

24. 100% _____

25. $6,372.15 _____

Directions: Below are ten pairs of names and numbers. If the two sets are exactly the same, circle the "S;" if they are different, circle the "D."

| | | | |
|---|---|---|---|
| Example: | A. A. Glensen — A. H. Glensen | S | D |
| | Martin Matthews — Marline Matthews | S | D |
| | Newton Domestics — Newton Domestics | S | D |
| 26. | Gurney Bascombe — Garney Bascombe | S | D |
| 27. | Robert's Florals — Roberta's Florals | S | D |

ASSIGNMENT SHEET #4

| | | | |
|---|---|---|---|
| 28. | M. N. Wojciechowsi — M. N. Wojciechowski | S | D |
| 29. | Paul J. Siegelman — Paul J. Siegelman | S | D |
| 30. | Williams, Owens, & Scott — Williams, Owens, & Scott | S | D |
| 31. | Liebster & Liebsten — Liebsten & Liebsten | S | D |
| 32. | Groves & Oppenhiemer — Groves & Oppenheimer | S | D |
| 33. | A376-5972147 — A376-59772147 | S | D |
| 34. | AV-372249576 — AV-3724295676 | S | D |
| 35. | P. F. DeSimone — F. P. DeSimone | S | D |

Directions: Proofread the paragraphs below and punctuate. Circle spelling errors and make any other additional corrections as necessary, such as deleting words, underscoring, etc., to create grammatically correct paragraphs.

36 - 50 In planning your new office you have probably accumulated a great deal of up to date information on the subject of carpeting. However, there is something which you may not have considered in detail — the use of decorative tiles as an attractive flooring throughout your office

This is a question which should be considered seriously. When a young architect decide to build a dreem office the idea that tilting can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patterns in decorative tiles however, you have no idea of the unusual affect that some of these patterns may have in office styling.

Directions: In each of the following problems, select the names that would be first if the names were arranged in alphabetical order. Circle the letter preceding that name.

51. a. Victor Gongala

b. Anita Dubcheick

c. Martha Carter

d. Carol Eisler

e. Carl Schwartz

ASSIGNMENT SHEET #4

52. a. Top Quality Motel
    b. The 201 Cleaners
    c. T. A. Tremont
    d. Wilkins Market
    e. The Victory Corp.

53. a. S. James Santos
    b. San Francisco Tools, Inc.
    c. S. A. Sampler
    d. Sands Aircraft Co.
    e. San Diego Suppliers

54. a. Elizabeth Barnes
    b. Allen E. Bates
    c. Anna Benson
    d. AA Products
    e. Andrew Jamisen

55. a. P. C. Payton
    b. The Skline Corp.
    c. T. G. Products, Inc.
    d. Lawson's Hotel
    e. Alice Payne

JOB SEARCH AND APPLICATION
UNIT II

ASSIGNMENT SHEET #5 — PREPARE A RESUME

NAME _____ SCORE _____

Write a resumé to be included with your letter application. Select the style of your choice or use the example on the following pages as a guide. Make sure your resumé meets the following standards: logically organized, neatly typed, error free, in outline form, limited to one page, if possible, and honest about qualifications and experiences. The following information should be included in your resumé.

1. Name, address, phone number
2. Position for which you have applied
3. Personal information
   a. Age, weight, height
   b. Health
   c. Date of birth
   d. Marital status
4. Educational information
   a. Names and addresses of schools attended
   b. Dates you attended each
   c. Subjects studied
   d. Awards and activities
5. Work experience
   a. Name and address of company
   b. Length of time worked
   c. Brief description of duties and responsibilities; be specific and use action words
6. Special skills and interests
7. Personal references

   (NOTE: Be sure to obtain permission before using someone as a reference.)

ASSIGNMENT SHEET #5

SAMPLE RESUMÉ
PERSONAL DATA SHEET

NAME: Jay Jamison

ADDRESS: 4 Holly Lane
Stillwater, Oklahoma 74074

TELEPHONE: 377-0457

SCHOOL: 9th grader at Stillwater High School

AGE: 14 years

HEALTH: Excellent

HEIGHT: 5'2"

MARITAL STATUS: Single

WEIGHT: 115 lbs.

SUBJECTS STUDIED:

Home Economics 1 — 2 semesters
English 1 — 2 semesters
Physical Education — 2 semesters
Algebra 1 — 2 semesters
Oklahoma History/Civics — 1 semester each

STUDENT ACTIVITIES:

Secretary, 9th grade class
Member of Future Homemakers of America
Member of FHA Banquet/Entertainment Committee
Chairman, Baptist Youth commission
Member of varsity basketball
Manager of baseball team

SPECIAL SKILLS:

Individual and group child care experience in constructing crafts for children

WORK EXPERIENCE:

Employed as busboy at McPherson's Cafeteria — Saturdays
Sacker at John's Grocery — Summer
Babysitting for individuals for two years after school and in summer

ASSIGNMENT SHEET #5

REFERENCES:

Ms. Joan White
Home Economics Instructor
Stillwater High School
5100 N. Main
Stillwater, Oklahoma 74079

Mr. and Mrs. Smith
(babysitting customer)
9250 McElroy
Stillwater, Oklahoma 74079

Ms. Norma Rays
Nursery Supervisor
First Baptist Church
3001 S. Knoblock
Stillwater, Oklahoma 74079

Date compiled _____

Signature _____

ASSIGNMENT SHEET #5

## SAMPLE RESUMÉ

**Terry McKracken**

| | | |
|---|---|---|
| Address: | Present | Permanent |
| | 774 E. Adams Street<br>Yourtown, Yourstate 77704<br>405-311-7779 | Route #3<br>Anytown, Yourstate 77702<br>405-235-4433 |
| Job Objective | Career in residential wiring leading to supervisory position in the construction field | |
| Education | Anytown High School, Anytown, Yourstate 1988-1992<br><br>Progress Vo-Tech, Progressville, Yourstate 1992<br>Certificate: Residential Wiring, four semesters<br>Grade average: 3.5 on a 4.0 scale | |
| Subjects Studied | Vocational electricity — Two years (1,080 hours)<br>Algebra — Two semesters<br>Geometry — Two semesters<br>Basic drafting — Two semesters<br>Industrial arts woodworking — Two semesters | |
| Student Activities | President, Senior Class<br>President, VICA<br>Treasurer, Church Youth Fellowship Organization<br>Electricity Contest, First Place State, Third Place National | |
| Work Experience | Electrician's Helper, Jones Construction Company, Summer 1992<br>Counter Attendant, Hardee's, Summer 1991, Mrs. Jo Allen, Mgr. | |
| References: (with permission) | Mr. Sammy Jones<br>Vocational Electricity Instructor<br>Progress Vo-Tech<br>Progressville, Yourstate 77703<br>1-800-555-1212 | Mrs. Jerri Smith<br>Youth Director<br>Parkview Church<br>711 Fellowship Circle<br>Anytown, Yourstate 77702<br>1-800-555-1212 |
| | Mr. J.T. Nelson<br>Electrician Supervisor<br>Jones Construction Company<br>Anytown, Yourstate 77702<br>1-800-555-1212 | |

JOB SEARCH AND APPLICATION
UNIT II

ASSIGNMENT SHEET #6 — COMPLETE AN EMPLOYMENT APPLICATION FORM

NAME _____ SCORE _____

Complete the application form on the following pages, using the guidelines below. Use information corresponding to the classified ad and to your letter of application in Assignment Sheet #2. Use information about yourself from your résumé.

(NOTE: Although each business uses its own application form, general rules of preparation apply to any form.)

A. Be prepared

   1. Take a good pen with you

   2. Take copies of résumé

B. Look over entire form before starting to write; do not hurry

C. Follow directions

   1. Note whether information is to be printed or handwritten

   2. Carry out all directions

D. Write clearly, neatly, and legibly

E. Answer briefly

F. Be honest

G. Answer all questions

   (NOTE: If questions do not apply to you, write *Not Applicable* or *NA* in the space to show that you did not overlook the question.)

H. Include complete information; use résumé

I. Recheck application when finished

J. Avoid cross-outs and obvious erasure marks

K. Do not list any restrictions to the geographical area in which you would work unless you absolutely will not consider other geographical areas

L. Use the word "open" or "scale" for questions about minimum salary; most employers pay standardized rates and will not negotiate salary

EEP-88

"WE ARE AN EQUAL OPPORTUNITY EMPLOYMENT COMPANY. WE ARE DEDICATED TO A POLICY OF NON-DISCRIMINATION IN EMPLOYMENT ON ANY BASIS INCLUDING RACE, CREED, COLOR, AGE, SEX, RELIGION OR NATIONAL ORIGIN OR PHYSICAL DEFECTS"

# APPLICATION FOR EMPLOYMENT

## PERSONAL INFORMATION

DATE

NAME _____ (LAST) (FIRST) (MIDDLE)

PRESENT ADDRESS _____ (STREET) (CITY) (STATE) (ZIP)

PERMANENT ADDRESS _____ (STREET) (CITY) (STATE) (ZIP)

PHONE NO _____ SOCIAL SECURITY NUMBER _____

REFERRED BY _____

## EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

| EDUCATION | NAME AND LOCATION OF SCHOOL | YEARS ATTENDED | DATE GRADUATED | SUBJECTS STUDIED |
|---|---|---|---|---|
| GRAMMAR SCHOOL | | | | |
| HIGH SCHOOL | | | | |
| COLLEGE | | | | |
| TRADE, BUSINESS OR CORRESPONDENCE SCHOOL | | | | |

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

U. S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) _____

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

(CONTINUED ON OTHER SIDE)

## FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

| DATE MONTH AND YEAR | NAME AND ADDRESS OF EMPLOYER | SALARY | POSITION | REASON FOR LEAVING |
|---|---|---|---|---|
| FROM | | | | |
| TO | | | | |
| FROM | | | | |
| TO | | | | |
| FROM | | | | |
| TO | | | | |
| FROM | | | | |
| TO | | | | |

## REFERENCES: GIVE BELOW THE NAMES OF TWO PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

| | NAME | ADDRESS | BUSINESS | YEARS ACQUAINTED |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |

## PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

## TO BE COMPLETED DAY EMPLOYMENT BEGINS

DATE

HEIGHT WEIGHT AGE DATE OF BIRTH

SINGLE MARRIED WIDOWED CITIZEN U.S.A. SEX

THE ABOVE INFORMATION NEEDED FOR PENSION, HOSPITALIZATION INSURANCE, ETC., AND NOT FOR HIRING PURPOSES.

INTERVIEWED BY DATE REMARKS

| | | | |
|---|---|---|---|
| NEATNESS | | CHARACTER | |
| PERSONALITY | | ABILITY | |

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. EMPLOYMENT MANAGER 2. DEPT. HEAD 3. GENERAL MANAGER

JOB SEARCH AND APPLICATION
UNIT II

ASSIGNMENT SHEET #7 — WRITE AN APPLICATION LETTER

NAME _____ SCORE _____

Cut a help wanted ad for a job related to your occupational area from the classified ad section of the local paper. Write a letter of application for the job using the following information and good samples letter as a guide.

(NOTE: If you cannot type, it is recommended that you write or print NEATLY using blue or black ink.)

1. Form and appearance
    a. Type or write neatly
    b. Write on only one side of paper
    c. Avoid smudges and typographical errors
    d. Use 8 1/2 × 11" white typing paper, not personal or fancy paper
    e. Spell, capitalize, and punctuate correctly
    f. Address and sign correctly
2. Information
    a. Write to a specific person

        (NOTE: Use "To Whom It May concern" if answering a blind ad.)

    b. Be brief
        1) State the position for which you are applying
        2) Avoid details
    c. State reason for interest in job

        (NOTE: Employers want persons who look for future advancement opportunities rather than just a paycheck.)

    d. Refer briefly to the main points on the enclosed personal data sheet
    e. Mention that persons listed on the personal data sheet have given their permission to serve as references

ASSIGNMENT SHEET #7

f. Request interview at employer's convenience

1) Tell where you can be reached

2) Enclose self-addresssed envelope and personal data sheet

3) Be original in your approach

a. Attract attention in opening paragraph

Examples:

Dear Mr. Money:

Have you ever wished you had an assistant who has experience in child care and directing activities with children? I might be the one.

Dear Ms. Owner:

Mr. Co-worker informed me that you are in need of a person who can handle serving food to the public. I believe that my experience and training has taught me how to serve food in a safe, sanitary, and friendly manner.

b. Do not be "silly" or "flowery"

4. End the letter properly

(NOTE: "Sincerely yours" or "Very truly yours" is appropriate.)

5. Use permanent address for the return address and make sure to include the current date

6. Cover all point requested in the advertisement in exactly the order asked for, since some prospective employers make it a point of testing the applicant's ability to follow direction

7. What are examples of poor form in the first application letter from Cindy Jones?

8. How did Cindy Jones' second letter improve?

ASSIGNMENT SHEET #7

Mrs. Jane Doe
Happy Time Day Care Center
Someplace, Oklahoma 14073

Dear Mrs. Doe,

I am writing to ask about a job in your day-care center. I just completed the 9th grade where I took some ~~Ho~~ courses in vocational H. E.

For awhile I worked at Kiddie School where I learned ~~a~~ many things about it.

I want to work in a day care center. Hoping to hear from you soon.

Your friend,
Cindy Jones

ASSIGNMENT SHEET #7

110 Lemon Avenue
Somewhere, Oklahoma 74074
February 15, 1990

Ms. Jane Doe, Manager
Happy Time Day Care Center
Someplace, Oklahoma 74073

Dear Ms. Doe

Please consider this letter an application for the position of child care aide with the Happy Time Day Care Center.

In June I completed the 9th grade in Somewhere High School where I completed one year of vocational home economics. A record of my high school courses, grades, and previous work experience is included on the attached data sheet.

While enrolled in the home economics program, I received work experience with Ms. John Smith of Kiddie School in Somewhere. Ms. Smith has given me permission to list her name as a reference.

I enjoyed my work experience with Kiddie School and should like to continue in this line of work. I would appreciate the opportunity to come in and talk over this matter with you at your convenience. I may be reached at the above address or by telephone at 377-2000.

Sincerely yours,

Cynthia Jones

Enclosure

ASSIGNMENT SHEET #7

## SAMPLE LETTER OF APPLICATION

Route #3
Anytown, Yourstate 77702
July 1, 1989

Mr. John Jones
Personnel Director
Jones Construction Company
Box 19
Yourtown, Yourstate 77704

Dear Mr. Jones:

Please consider me for the job of electrician's helper that you advertised in the *Daily Chronicle* on June 14. I will be graduating from Anytown High School on May 18, 1990, and I would like to become an electrician.

The skills I have learned in my high school vocational wiring courses should qualify me for this job. I have had experience in all of the basic skills required in residential wiring, including the safe use of pwoer tools. A more complete description of my qualifications is given in the enclosed résumé.

I would appreciate the opportunity to come and talk to you about this job opportunity at your convenience. I can be reached by telephone at 405-555-4433 after 3:30 or at the address above.

Sincerely yours,

Terry McKracken

Encl.

LOCATING A JOB
UNIT I

ASSIGNMENT SHEET #8 COMPLETE PUBLIC EMPLOYMENT AGENCY APPLICATION

NAME _____ SCORE _____

Private and public employment agencies require each person to complete an application. The application on this and the following page is from the Oklahoma Job Service, a public employment agency. Complete the application neatly and accurately. Question 2 will be completed by the agency.

| APPLICANT — PLEASE PRINT<br>1. SOCIAL SECURITY NO. | | | 2. MATCHING REGISTRATION | 3. SUMMER JOB<br>1 ☐ Yes<br>2 ☐ No |
|---|---|---|---|---|
| 6. NAME *(Last, First, M.I.)* | | | | |
| 7. ADDRESS | | | | |
| City | State | ZIP Code | County | |
| 8. TELEPHONE NO. | 9. SEX<br>1 ☐ Male<br>2 ☐ Female | 10. BIRTH DATE<br>Mo. Day Year | 11. MARITAL STATUS<br>1 ☐ Married<br>2 ☐ Unmarried | |
| 16. IF NEEDED FOR WORK, DO YOU HAVE<br>1 ☐ Tools 3 ☐ Driver's License 5 ☐ Other *(Explain)*<br>2 ☐ Auto 4 ☐ Chauffeur's License | | | 17. HT. | WT. |
| 19. CIRCLE HIGHEST SCHOOL GRADE COMPLETED<br>Grade School High School College BA MA PHD<br>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 | | | | |
| 20. LIST ANY SPECIAL SCHOOLING OR TRNG. YOU HAVE TAKEN INCLD. MILITARY<br>Name of School Course Length Date Ended Degree | | | | |
| | | | | |
| | | | | |

**45. WORK HISTORY**

*Describe your most important jobs (Including Military Service). Begin with the most recent.*

**COMPANY NAME**

**COMPANY ADDRESS**

**JOB TITLE**

**DURATION** *(In Months)*

**JOB DUTIES**

| DATE JOB ENDED Mo. | DATE JOB ENDED Yr. | SALARY Dollars | SALARY Cents | PAY UNIT | REASON FOR LEAVING |
|---|---|---|---|---|---|
| | | | | | |

**COMPANY NAME**

**COMPANY ADDRESS**

**JOB TITLE**

**DURATION** *(In Months)*

**JOB DUTIES**

| DATE JOB ENDED Mo. | DATE JOB ENDED Yr. | SALARY Dollars | SALARY Cents | PAY UNIT | REASON FOR LEAVING |
|---|---|---|---|---|---|
| | | | | | |

**COMPANY NAME**

**COMPANY ADDRESS**

**JOB TITLE**

**DURATION** *(In Months)*

**JOB DUTIES**

| DATE JOB ENDED Mo. | DATE JOB ENDED Yr. | SALARY Dollars | SALARY Cents | PAY UNIT | REASON FOR LEAVING |
|---|---|---|---|---|---|
| | | | | | |

JOB SEARCH AND APPLICATION
UNIT II

ASSIGNMENT SHEET #9 — PRIVATE EMPLOYMENT AGENCY MATH

NAME _____ SCORE _____

1. Using the terms in the employment agency contract on the following page, figure the fee that would be paid for a part-time job with wages of $2.00 an hour, 23 hours per week for four weeks.

2. a. Sometimes the company which hires a person agrees ahead of time to pay the employment agency fee for the new employee. How much would the fee be for a job which paid $450 per month?

   b. How much would each installment payment be if the new employee pays the fee in two equal payments?

   c. If the new employee is paid twice a month, how much would each installment payment be?

   d. If the new employee is paid weekly, how much would each installment payment be?

# ASSIGNMENT SHEET #9

## SAMPLE EMPLOYMENT CONTRACT

## ABC EMPLOYMENT AGENCY

ABC Employment Agency provides this contract to protect you and the agency. It is very important that you read all details carefully and ask for a full explanation of any portion that is not clear to you. Our agency is bonded and licensed by the State Department of Labor.

I hereby employ the ABC Employment Agency to assist me in securing a position. I understand that I am to keep all information given to me regarding positions in strict confidence and agree to report the acceptance of a job and the results of the interviews to the ABC Employment Agency. I also understand that if any position is offered me as a result of being sent by this agency, I am obligated to the agency.

Upon acceptance of the position that was secured for me by the ABC Employment Agency I agree to pay the fee as follows:

15% of 1st full mo. gross pay if pay is 79.99 or less
20% of 1st full mo. gross pay if pay is $80.00 – $119.99
30% of 1st full mo. gross pay if pay is $120.00 – $149.99
40% of 1st full mo. gross pay if pay is $150.00 – $274.99
45% of 1st full mo. gross pay if pay is $275.00 – $499.99
$500.00 and above – percentage of annual income – to be agreed upon by both parties

(This fee scheduled is established by state law.)

_____ I will pay the fee in full within 10 days of accepting the job.

_____ I will pay in two (2) equal installments if I am paid monthly.

_____ I will pay in three (3) equal installments if I am paid twice a month.

_____ I will pay six (6) equal installments if I am paid weekly.

In the event this placement fee is not paid in accordance with the above, I further agree to pay reasonable attorney fees and court charges that are necessary in collecting any balance that I may owe should I become deliquent with payments

I HAVE CAREFULLY READ THE ABOVE CONTRACT AND FULLY UNDERSTAND ITS CONTENTS AND DO AGREE TO ABIDE BY ITS CONTENTS

_____
Signature

_____
Date

# JOB SEARCH AND APPLICATION

## UNIT II

## ANSWERS TO ASSIGNMENT SHEETS

### Assignment Sheet #1

1. c
2. d
3. e
4. b
5. b
6. have
7. will
8. confident
9. advise
10. thirty
11. The reference book *Charm and Poise for Getting Ahead* is now available at Martin's Book Store.
12. Examinations will be given for a number of different positions, for example, typist and general clerk, secretary, office manager, and bookkeeper.
13. The meeting is now scheduled for December 12, 1972.
14. Our district manager, Mr. Carther, will call on you.
15. He said, "I appreciate the trouble you have gone through to get me elected, gentlemen, but you can't tell me how to vote in this election."
16. e
17. a
18. a
19. d
20. c
21. Two hundred seventy-three dollars and seventy-five cents
22. Sixty-one and one-third

ANSWERS TO ASSIGNMENT SHEETS

23. Ninety and ten-sixteenths

24. One hundred percent or 100 percent

25. Six thousand three hundred seventy-two dollars and fifteen cents

26. D

27. D

28. D

29. S

30. S

31. D

32. D

33. D

34. D

35. D

36-50 In planning your new office, you have probably accumulated a great deal of up-to-date information on the subject of carpeting. However, there is something which you may not have considered in detail—the use of decorative tiles as attractive flooring throughout your office.

This is a question which should be considered seriously. When a young architect decide to build a dreem office, the idea that tilting can can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patters in decorative tiles, however, you have no idea of the unusual affect that some of these patterns may have in office styling.

51. c

52. a

53. c

54. d

55. b

JOB SEARCH AND APPLICATION
UNIT II

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions. Place the appropriate numbers in the blanks provided.

_____a. Individuals who know you are willing to offer comments on your behalf.

_____b. An information sheet given to you to fill out asking questions about you, your education, and your work experience

_____c. An indication or a clue about a job.

_____d. A brief written summary of your personal information and your job qualifications.

_____e. Information about a possible job opening.

_____f. Advertisement placed in the help wanted section of the classified ads that does not identify the company placing the ad.

_____g. Advertisement placed in the newspaper by an individual seeking employment.

_____h. Advertisement placed in the classified section of the newspaper requesting applicants for job offerings.

_____i. A listing of many different kinds of advertisements.

1. Blind Ad
2. Application Form
3. Classified Ads
4. Job lead
5. Resume
6. Employment Wanted Ad
7. Help Wanted Ad
8. References
9. Lead

2. Name at least six different resources for assisting a person in locating a job.

_____ _____

_____ _____

_____ _____

3. Discuss factors to consider in finding the right job to fit your interests.

_____ _____

_____ _____

_____ _____

_____ _____

TEST

4. Name at least four different types of employment tests.

_____ _____

_____ _____

5. Give two reasons why people must be mobile in today's job market.

_____

_____

6. Name 5 factors to achieve a clear and concise Resume

_____

_____

_____

_____

_____

7. Name three items that should be contained in your Letter of Application.

_____

_____

_____

8. Name two benefits to sending a follow-up letter.

_____

_____

JOB SEARCH AND APPLICATION
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key.)

1. a. 8
   b. 2
   c. 9
   d. 5
   e. 4
   f. 1
   g. 6
   h. 7
   i. 3

2. a. School Counselors and Placement Services
   b. Friends and Family
   c. Newspaper Classified Ads
   d. Public and Private Employment Agencies
   e. Government Offices
   f. Telephone Directory/Direct Calls
   g. Employment Offices of Private Business Firms

3. Evaluate as to teacher satisfaction

4. Evaluate to teacher satisfaction

5. a. Economics
   b. Specific job locale

6. a. Personal Data
   b. Career Objective
   c. Work Experience
   d. Educational Background
   e. Personal Skills and Qualities (Optional)
   f. Honors and Activities (Optional)
   g. References

7. a. The job in which you are applying
   b. Your educational experience and qualifications
   c. How and when you can be reached

ANSWERS TO TEST

8. a. Establishes a courteous relationship
   b. Shows appreciation to the interviewer for his/her time
   c. Shows the interviewer that you are still interested in the job
   d. Allows you to reinforce key points you made during the interview

# JOB INTERVIEW
## UNIT III

## UNIT OBJECTIVE

After completing this unit, the student should be able to effectively interview for a job. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of eighty-five percent.

## SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with the job interview process.
2. Select from a list personal characteristics an employer looks for during an interview.
3. Select from a list guidelines for dressing for an interview.
4. Distinguish between information to be obtained before and during an interview.
5. Arrange in order steps in preparing for an interview.
6. List items to take to a job interview.
7. Select from a list recommended interviewing practices.
8. Consider interview questions.
9. Make an appointment by telephone for a job interview.
10. Participate in a job interview.
11. Evaluate a job offer.
12. Compare job opportunities.

JOB INTERVIEW
UNIT III

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Supplements

1. Supplement #1 — Personal Grooming Check List (Girls)
2. Supplement #2 — Personal Grooming Check List (Boys)
3. Supplement #3 — Sample Job Interview
4. Supplement #4 — Consider Interview Questions
5. Supplement #5 — Compare Job Opportunities

D. Information sheet

E. Assignment sheets

1. Assignment Sheet #1 — Determine Specific Information About a Company
2. Assignment Sheet #2 — Make an Appointment by Telephone for a Job Interview
3. Assignment Sheet #3 — Participate in a Job Interview
4. Assignment Sheet #4 — Evaluate Interviewer's Reaction
5. Assignment Sheet #5 — Write a Follow-up Letter or Make a Follow-Up Telephone Call After Interviewing for a Job

F. Answers to assignment sheets

G. Unit test

H. Answers to test

II. Instructor's guide

A. Order and obtain materials to supplement unit.

Video tape — *Poise and the Art of Job Interviewing*. Available from Bennu Productions, Inc., 165 Madison Avenue, New York, New York 10016.

(Available to Oklahoma instructors on a free-loan basis through the Media Resource Center of the Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh, Stillwater, Oklahoma 74074.)

## SUGGESTED ACTIVITIES

B. Make transparencies.

C. Duplicate supplements as necessary.

D. Provide students with a copy of the unit.

E. Introduce unit to students.

- Stress the importance of the various aspects of an interview. Remind the students that if they are prepared for the interview, the interview will go much smoother and they will be much calmer.

F. Discuss unit and specific objectives. Explain to students that after completing this unit they should be able to successfully interview for a job. Be sure to remind the students that although a person does not get the job for which they interview, the interview can still be successful and beneficial in the future.

1. Use Information Sheet, Section I, to introduce the students to the terms associated with a job interview.

2. Use Information Sheet, Section II, to discuss the personal characteristics an employer looks for during an interview.

   - Call upon students for their ideas of what an interview might look for in an applicant.

   - Have a student(s) share an interview experience with the class.

3. Discuss the guidelines for dressing for an interview by using Information Sheet, Section III.

   - Have students complete Supplement #1 or #2 as appropriate (male or female). Be sure to explain to the students the importance of personal grooming for the interview and keeping the job.

   - Stress the notes in this section and use the examples to help exemplify the areas.

4. Have the students complete Assignment Sheet #1 after discussing Information Sheet, Section IV part A. Part B will be obtained during the interview.

   - You may wish to assign each student a particular company/business with which to apply or you may choose to allow the students to pick one of their own.

5. Use Information Sheet, Section V and Assignment Sheet #2, to discuss the steps in preparing for an interview.

   - Have students complete Assignment Sheet #2 before going to Information Section VI.

6. Use Information Sheet, Sections VI and VII, Supplements #3 through #5, Assignment Sheets #3 through #6, to discuss the items to take to a job interview and the recommended interviewing practices.

   - Read or hand out Supplement #3 before appointing interview teams.

SUGGESTED ACTIVITIES

- Appoint interview teams consisting of two or three students. Have each student take turns being the interviewer and the applicant using the questions in Supplement #4.
- Have each student bring the items listed in Section VI to class on the day of the "interview."
- Have students complete Assignment Sheets #3 through #6 before giving the students the unit test.
- Hand out Supplement #5 and tell students to use it for future reference.
- After the students have completed Assignment Sheet #3, have them complete Assignment Sheets #4, #5, and #6.

G. Give test.

H. Critique and discuss with class.

I. Reteach as necessary.

III. Unit references

A. Daggett, Willard R. *The Dynamics of Work*. Dallas: South-Western Publishing Company, 1984.

B. Kimbrell, Grady and Ben S. Vineyard. *Succeeding In The World of Work*. Dallas: South-Western Publishing Company, 1986.

C. Kelly, Joan M. and Volz-Patton. *Career Skills*. Encino, California: Bennett and McKnight, 1987.

D. Littrell, J.J. *From School to Work: A Cooperative Education Book*. South Holland, Illinois: Goodheart-Willcox Company, Incorporated, 1984.

E. *Career World*. Available from USA Today.

F. *Guide for Occupational Exploration (G.O.E.)*, U.S. Department of Labor, Employment and Training Administration, 1979.

G. Clements, Irene, and Judy Coffey. *Home Economics I: Basic Core Curriculum*. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

JOB INTERVIEW
UNIT III

## SUPPLEMENT #1 — PERSONAL GROOMING CHECK LIST (Girls)

Directions: Rate yourself on the following items. Give yourself four (4) points for each "Always," two (2) points for each "Sometimes," and no (0) points for "Never." When you have completed the form, total the score and compare your rating with the rating scale provided.

| | Always | Sometimes | Never |
|---|---|---|---|
| 1. Do you wear clothes that are appropriate for the occasion? | | | |
| 2. Are your clothes clean and pressed? | | | |
| 3. Do you check garments for split seams, ripped hems, and loose buttons before wearing? | | | |
| 4. Do you check your hose for snags and runs before wearing? | | | |
| 5. Do you wash your undergarments and hosiery after each wearing? | | | |
| 6. Do you keep your shoes brushed, polished, and in good repair? | | | |
| 7. Is your hair neat and appropriately arranged? | | | |
| 8. Do you wear a minimum of makeup that is in good taste? | | | |
| 9. Do you brush your teeth at least twice a day? | | | |
| 10. Are your fingernails clean and trimmed? | | | |
| 11. Do you keep your body clean and use a deodorant daily? | | | |
| Total points | | | |

SUPPLEMENT #1

RATING SCALE:

| | |
|---|---|
| 38 — 44 | You meet business standards |
| 30 — 37 | Employer may grudgingly tolerate you |
| Below 30 | Better get to work on your appearance! |

JOB INTERVIEW
UNIT III

SUPPLEMENT #2 — PERSONAL GROOMING CHECK LIST (Boys)

Directions: Rate yourself on the following items. Give yourself four (4) points for each "Always," two (2) points for each "Sometimes," and no (0) points for "Never." When you have completed the form, total the score and compare your rating with the rating scale provided.

| | Always | Sometimes | Never |
|---|---|---|---|
| 1. Do you wear clothes that are appropriate for the occasion? | | | |
| 2. Are your clothes clean and pressed? | | | |
| 3. Do you wash your hair often enough to keep it clean? | | | |
| 4. Do you put on clean socks and underwear daily? | | | |
| 5. Are your shoes shined and in good repair? | | | |
| 6. Is your hair trimmed and combed? | | | |
| 7. Do you check your clothes for spots, missing buttons, or split seams before wearing? | | | |
| 8. Do you brush your teeth at least twice a day? | | | |
| 9. Are your fingernails clean and trimmed? | | | |
| 10. Are you clean shaven? | | | |
| 11. Do you keep your body clean and use a deodorant daily? | | | |

Total points

SUPPLEMENT #2

RATING SCALE:

| | |
|---|---|
| 38 — 44 | You meet business standards |
| 30 — 37 | Employer may grudgingly tolerate your |
| Below 30 | Better get to work on your appearance! |

JOB INTERVIEW
UNIT III

SUPPLEMENT #3 — SAMPLE JOB INTERVIEW

(NOTE: Two students may rehearse this script and read it in front of the class to show how an interview might be conducted.)

A = Applicant

I = Interviewer

A (Enters room, pauses, smiles, and approaches Ms. Jones whose hand is extended. They shake hands.) Hello, Ms. Jones, I'm Joe Hunter and am applying for the job of meat wrapper which you advertised in Friday's *Daily Press*.

I Hello, Mr. Hunter. Won't you have a seat?

A Thank you. I have a resume which may be helpful to you. (Hands Ms. Jones the resume and sits down.)

I This is a very well prepared data sheet. Well, Joe, tell me about yourself.

A I'm a junior at Anytown High School where I'm enrolled in vocational home economics education. I'm interested in working in a business like yours while going to school and when I graduate. My older brother works in a related business in Big City, and I think there are a lot of future opportunities in this field.

I Joe, have you had any work experience or are you currently working anywhere?

A Yes, I am working as a courtesy clerk for Mady's Meat Market. I am responsible for keeping the check out area clean and well-stocked with sacks as well as carrying groceries for the customers. I have also done odd jobs for my relatives and neighbors.

I What do you think you have learned from your job at the meat market?

A Probably the most important thing I have learned is how to deal with customers.

I What kind of person is your employer and how do you get along?

SUPPLEMENT #3

A My employer has several good qualities. He offers very good service to the customers, and we get along well.

I Why do you want to leave?

A I feel there would be more opportunity for me to develop the skills necessary to reach my occupational objective in a business such as yours.

I How did you get the job at the meat market?

A A friend of mine who used to work there recommended me as his replacement.

I When would you be able to start and what hours could you work?

A I could start work as soon as I give my present employer two weeks' notice. I will be able to work from 2:30 to 5:30 on weekdays and all day on week-ends and holidays.

I In which school activities are you involved this year?

A I am a member of the FHA, student council, and glee club. I should know about any trips with these groups early enough to make arrangement with you and another employee so there will be no problems with missing work.

I Do you have any financial obligations, such as a car payment?

A No, Ms. Jones.

I Have you ever had any difficulty with the police other than a traffic violation?

A No.

I How much do you expect to earn?

A I understand from some of the other employees that a person may begin at the minimum wage and advance with time and experience.

I That's right. Here is a brochure explaining our pay scale and other benefits.

SUPPLEMENT #3

A Thank you.

I Thank you for talking to us. We will let you know about the job soon.

A (Stands) Thank you for your time, Ms. Jones. Have a good day. (Shakes hands and leaves.)

JOB INTERVIEW
UNIT III

## SUPPLEMENT #4 — CONSIDER INTERVIEW QUESTIONS

The following are some questions that you might be asked when you are applying for various jobs. Keep this assignment sheet to review before going for any actual interview.

(NOTE: Questions about your personal life may not legally be asked. In fact, it is illegal for any employer to ask your maiden name or your fatner's surname if you are a female applicant; your marital status; who lives with you; the church you attend or the name of your spiritual leader; how many children you have, their ages, or who will care for them while you are at work; whether you own or rent your residence; whether you have ever had your wages garnisheed; and whether you have ever been arrested. However, many interviewers, particularly in smaller businesses, may ask such questions. Whether or not you choose to answer the questions depends on how badly you want the job.)

Review the following questions. Why do you think each question might be asked?

A. Where do you go to school? When will you graduate?

B. Do you (did you) earn any of your own expense money while in school?

C. Why did you leave your previous job(s)?

D. What did you like best and what did you like least about your classes?

E. What books have you read lately? What are your favorite magazines?

F. Are you in good health?

G. What do you expect to be doing five or ten years from now? What is your chosen field of work?

H. At what salary do you expect to start?

I. What are some of your special abilities? What skills do you possess? What tools or equipment can you operate?

J. How would you rate your training for this job? Very good? Fair?

SUPPLEMENT #4

K. What personal characteristics do you think are needed to succeed in your vocation?

L. In what area do you need the most improvement?

M. Do you like to work with other people or do you work best alone?

N. Do you have any questions you want to ask us?

O. Do you think your extracurricular activities are well worth the time you devote to them?

P. How could you contribute to our organization? Why should we hire you?

Q. Tell us about your family and any plans for marriage or further education.

(NOTE: Remember legally you do not have to answer this question. However it is a good idea to prepare an answer in case such a question is asked.)

R. For what other job(s) have you applied?

S. Do you have any military obligations to fulfill?

T. Give us an example of a project you finished under pressure.

U. May we write or call you last employer?

V. How many people have you supervised at work or through organizations of which you are a member?

W. How do you feel about the progress you have made salary wise?

X. Would you be able to work all day Saturday and Sunday?

Y. If you could start school (or work) over again, what would you do differently?

Z. What is your school attendance record?

AA. Have you done the best school work of which you are capable?

SUPPLEMENT #4

BB. Do you require attention? Does criticism disturb you?

(NOTE: These questions are usually asked in a more subtle and indirect way.)

CC. What motivates you?

DD. Would you be willing to relocate?

EE. What size city do you prefer?

FF. Have you saved any money?

GG. Define cooperation.

HH. What job with our company would you choose if you were entirely free to do so?

II. How do you feel about working overtime?

JJ. Would you be willing to submit to a drug test?

**Remember:** You never get a second chance to make a good first impression. Getting a job is a job!

JOB INTERVIEW
UNIT III

INFORMATION SHEET

I. Terms and defintions

A. Applicant — Person applying for a job

B. Extracurricular activities — Clubs, organizations, sports, social or church groups in which one participates.

C. Fringe benefits — Goods or services provided by an employer in addition to regular wages or salaries

EXAMPLES: Vacations, leave, insurance benefits, bonuses, uniforms

D. Qualifications — Experience, education, and physical characteristics that suit a person to a job

E. Vocational preparation — Any vocational courses and skills learned in high school, vocational school, or through work experience.

F. Interview — Meeting of employer and job applicant for evaluation and questioning

G. Legible — Capable of being read; clear

H. Equal opportunity employer — Employer making a special effort to ensure that no form of discrimination is practiced

EXAMPLES: Employer does not discriminate on the basis of age, sex, race, or creed

I. Portfolio — Binder containing a collection of letters, pamphlets, or drawings that depicts an individual's type of work or accomplishments

II. Personal characteristics an employer looks for during an interview

A. Enthusiasm and interest

B. Dedication and dependability

C. Alertness, quickness of mind

D. Honesty and integrity

E. Desire to work

F. Desire to help others

G. Desire to improve oneself

INFORMATION SHEET

III. Guidelines for dressing for an interview

(NOTE: It is very important that the applicant make the best impression possible from the **beginning** of the interview. Most interviewers form an opinion within the first four to six minutes of the interview.)

A. Dress to fit the job for which you are applying

(NOTE: Dress better for the interview than you normally would for a day on the job.)

B. Coordinate clothing

(NOTE: Consider colors, patterns, fabrics, and suitable styles for your shape and body structure.)

C. Be conservative

(NOTE: Avoid wearing high-fashion items or the newest fads.)

EXAMPLES: Wear simple jewelry, natural-looking makeup; avoid strong colognes or aftershaves; avoid wearing sunglasses during the interview

D. Be modest and well-groomed

EXAMPLES: Clean, simple styled hair, clean and neatly trimmed nails and facial hair, buttoned shirt/blouse; fashionable but modest skirt length; well-fitting clothes (not too tight); polished shoes

IV. Information to be obtained before and during a job interview

A. Before job interview

(NOTE: It is important to learn all that you can about a company before your job interview. This information will help you ask the right questions during the job interview, which will improve your chances of getting the job you want.)

1. Products company makes or services it renders
2. How long company has been in business
3. If company has expanded its business or changed its operation
4. Name, position, and title of person who will be conducting the interview
5. How to pronounce the interviewer's name
6. Typical salary for this type of job

B. During job interviews

INFORMATION SHEET

1. Working conditions

   (EXAMPLES: Hours of work, pay period, dress regulations, unions and professional organizations you may be expected to join, hiring policies)

2. Security and safety precautions

3. Public relations

   EXAMPLES: Relations among company employees and the public

4. Salary or wages

5. Fringe benefits

6. Seniority

7. Opportunity for advancement

V. Steps in preparing for an interview

   A. Obtain employment application forms

   B. Prepare a resume and a letter of application

   C. Complete employment application forms

      (NOTE: Sometimes you will fill out an application at the same place of the interview.)

   D. Mail resume, letter of application, and application forms

   E. Arrange for an interview

   F. Prepare questions about job and employee

      (NOTE: Write these questions in a small notebook.)

VI. Items to take to a job interview

   A. Two copies of resume and references

      (NOTE: One copy may be used to help fill out the job application form.)

   B. Driver's license or other proof of identity

   C. A pen and small notebook

      (NOTE: The notebook that you take should be the same one that contains your prepared interview questions.)

INFORMATION SHEET

VII. Recommended interviewing practices

(NOTE: Your behavior before, during, and after your interview will strongly influence the impression that you make. The following practices will help you "sell yourself" during the interview.)

A. Prepare for the interview

B. Arrive early for the interview

C. Go to the interview alone unless otherwise requested

(NOTE: Occasionally, you may be asked to bring your spouse.)

D. Introduce yourself to the receptionist or secretary and the interviewer, state the purpose of your visit

E. Greet by name the person who will interview you

(NOTE: Be sure to pronounce the name correctly.)

F. Shake hands if the interviewer extends the offer

(NOTE: Make sure that your handshake is firm.)

G. Sit down when the interviewer indicates that you should

H. Sit quietly until the interviewer opens the interview

I. Try not to show nervousness

(NOTE: Keep hands clasped in lap, if necessary, to keep them motionless.)

J. Maintain good posture

K. Maintain eye contact with interviewer

L. Listen carefully

(NOTE: This will enable you to answer the questions directly.)

M. Do not smoke or chew gum

N. Show a real interest in the job for which you are interviewing

O. Use good manners

(NOTE: Be courteous. Say "thank you" for services and attention given to you. Have a ready smile and a friendly attitude.)

P. Be brief, positive, and honest when answering questions

INFORMATION SHEET

(NOTE: You should explain your answers fully. It is usually necessary to explain "yes" or "no" answers.)

Q. Avoid using slang and offensive language

R. Be ready to talk about individual work experiences and special skills

S. Discuss positive aspects of self, not negative aspects of others of previous companies

T. Wait until the end of the interview to ask questions you have written down concerning the job

EXAMPLES: When you will be notified, whether you must return

U. Politely thank the interviewer for his or her time and consideration

V. Offer to provide the interviewer with any additional information

W. Be ready to take a performance test

EXAMPLES: Shorthand, writing, typing

X. Develop and use a pleasant speaking voice

Y. Follow-up interview with a letter thanking the interviewer for interviewing you

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #1 — DETERMINE SPECIFIC INFORMATION ABOUT A COMPANY

NAME _____ SCORE _____

Before interviewing for a job it is important to learn all that you can about the company and the job for which you are applying. The information that you obtain will help you to intelligently discuss and ask questions during the interview. Your chances of getting the job will be greatly improved if you have done your "homework" before the interview! Use information contained in this unit as well as from other resources to complete this assignment. You may use the back of this page to complete the assignment.

1. List facts which you should learn about a company when you are applying for a job.

   _____

   _____

   _____

   _____

2. Select a company in your area or any company for which you might want to work:

   Name of company _____

   Assume that you are to go in for an interview. You are asked the question, "Why do you want to work for us?" Obtain up-to-date information concerning this company which would help you to answer this question. Prepare a written response.

   (NOTE: Information can be obtained through the company's training manual, company newsletters, bulletins, and other literature; advertisements; financial reports; articles in the news media; employees; in-service training programs; and departmental meetings.)

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #2 — MAKE AN APPOINTMENT BY TELEPHONE FOR A JOB INTERVIEW

NAME _____ SCORE _____

Making an appointment by telephone does two things. First, it shows that you are interested in saving the employer time. Second, it shows that you are thoughtful for asking what would be the best time for you to see the employer.

A. Steps in making an appointment by telephone

1. Plan what you are going to say before you call
2. State your name and reason for calling

   EXAMPLE: "Hello, this is Terry McKracken. I'm calling about your ad for an electrician's helper in last night's paper. May I have an appointment for an interview?"

3. Ask when would be the best time for you to come for the interview
4. Record the day, time, and place of the interview
5. Thank the receptionist for helping

B. Things to remember when calling for an appointment

1. Keep the receptionist on your side; the receptionist is there to help you

   (NOTE: The receptionist is sometimes asked to evaluate applicants.)

2. Do not ask over the telephone how much the job pays
3. Be polite and courteous

   (NOTE: Remember that this call is the first contact you may have with the firm. Make the first impression a good one.)

4. Ask if you should pick up an application blank or if they would like to send it to you before the interview

# ASSIGNMENT SHEET #2

Now that you have read about the correct ways to arrange for a job interview, select a partner and role-play a situation where you make an appointment by telephone. Have your partner use the checklist on the next page to evaluate your performance.

| | Yes | No |
|---|---|---|
| Was prepared before calling? | | |
| Did not have to stammer to find the right words? | | |
| Immediately identified self? | | |
| Immediately stated reasons for calling? | | |
| Asked the best time for an appointment with employer? | | |
| Was courteous and friendly? | | |
| Asked about picking up application blank or having application blank sent prior to interview? | | |
| Thanked the receptionist? | | |
| Made record of the interview date, hour and place? | | |

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #3 — PARTICIPATE IN A JOB INTERVIEW

NAME _____ SCORE _____

Now that you are prepared for an interview, team up with another student in class. Assume the roles of interviewer and applicant and then switch so each of you gets to play both roles. Apply for the job you now have, for one you would like to have, or use the sample interview at the end of this assignment sheet. You may want to use the want ad in a local newspaper to find out what jobs are available. Let your other classmates evaluate your performance using the job interview evaluation form below. Videotape the practice sessions if possible.

JOB INTERVIEW EVALUATION FORM

| Preparing for the Interview | Yes | No |
|---|---|---|
| 1. Were you clean, well-groomed and neat? | | |
| 2. Did you wear appropriate clothes and shoes for the type of job for which you were applying? | | |
| 3. Did you take an ink pen and resume with the information you may need about social security number, references, addresses, dates employed, and dates attended school? | | |
| 4. Did you go alone, not taking parents, children, spouse, or friends with you? | | |
| 5. Were you on time for the interview? | | |
| 6. Did you know the name and title of the interviewer? | | |
| 7. Did you know pertinent facts about the company, such as name, kind of business, products and services, reasons you want to work there, how old the company is, and where the plants, offices, or stores are located? | | |
| 8. Were you prepared with appropriate questions? | | |
| Examples: How many other people do this job? | | |
| Who will be my supervisor? | | |
| Are there job advancement opportunities? | | |
| 9. When you met the receptionist did you smile, introduce yourself, state that you have an appointment, follow the receptionist's instructions, and wait patiently? | | |

ASSIGNMENT SHEET #3

| **Participating in the Interview** | Yes | No |
|---|---|---|
| 10. Did you enter with poise and greet the interviewer by name? | | |
| 11. Did you shake hands firmly if the interviewer offered his or her hand? | | |
| 12. Did you introduce yourself and state the purpose of the call? | | |
| 13. Did you seat yourself only at the interviewer's invitation? | | |
| 14. Did you show signs of nervousness? (NOTE: If you do not know where to put your hands, leave them on your lap and keep them still.) | | |
| 15. Did you not place personal things on interviewer's desk, smoke, or chew gum? | | |
| 16. Did you look alert, interested, and enthusiastic? (NOTE: Sit slightly forward in the chair to give an alert appearance.) | | |
| 17. Were you confident and courteous? | | |
| 18. Did you answer questions clearly and not interrupt? | | |
| **Anticipating Employer's Questions and Volunteering Proper Information** | | |
| 19. Did you avoid giving all "yes" and "no" answers? | | |
| 20. Did you avoid criticisms of former employers or competitors? | | |
| 21. Did you avoid talking about personal problems? (NOTE: The interviewer must be interested more in what you can contribute to the business than what the business can do for you. Do not use a sob story about how desperate you are for a job.) | | |
| 22. Did you show copies of your work if applicable? | | |
| 23. Did you state that you are willing to start at the beginning salary? | | |
| 24. Did you find a true, positive statement concerning your reasons for leaving previous jobs, even if you were fired? Examples: "I was laid off, but I learned from my mistakes." "I left because they did not need as many employees during the slow season." | | |

ASSIGNMENT SHEET #3

Yes No

25. Did you try to mention your best qualities in relation to something concrete?

    Example: "I earned 75 percent of my expenses while going to school" is better than "I am a hard worker and want to get ahead."

26. Did you give the lead back to the interviewer, if you found yourself talking too long, by saying "Perhaps you have some other questions to ask me?"

27. Were you prepared for personal questions about your home life and your parents' occupations?

28. Were you prepared to respond to questions concerning politics, religion, or economics?

29. Did you answer questions about career objectives using specific terms about what you would like to do in the near future in that particular field without limiting your opportunities?

    Example: A position in sales or training program that will eventually lead to a marketing or management position. No location preference.

30. Did you look directly at the interviewer, smile, use correct English, and speak in clear, moderate tones?

31. Did you show an interest in the company and/or job by asking questions?

32. Did you really try to sell youself?

    (NOTE: Never refer to yourself as just average or fair. Always look for a positive response.)

33. Did you give the interviewer the opportunity to mention salary and fringe benefits?

    (NOTE: If the interviewer failed to supply this information, ask about the company's policies regarding salary/fringe benefits.)

34. Did you remind the interviewer of the conversation topic if interrupted by a telephone call?

**Closing the Interview**

35. Did you watch for signs that the interview was over, such as the interviewer shuffling papers and moving around in the chair?

36. Did you ask, "May I say one thing more?" or "Would you be interested in. . .?" if the interview seemed to be ending before all important selling points had been made?

ASSIGNMENT SHEET #3

| | Yes | No |
|---|---|---|
| 37. Did you thank the interviewer for the time and leave promptly? | | |

**Following up the Interview**

| | | |
|---|---|---|
| 38. Did you write a follow-up letter, call, or visit again to express interest in the job and appreciation for the opportunity to interview? | | |

(NOTE: Even if the interviewer does not offer the position, you should learn from every situation and try to improve your interviewing techniques.)

JOB INTERVIEW
UNIT !II

ASSIGNMENT SHEET #4 — EVALUATE INTERVIEWER'S REACTION

NAME _____ SCORE _____

Being interviewed is not always easy. You only have a few minutes to make a good impression. Your attitude, personality, and appearance, as well as your preparation for the interview and your work experience, are all points that the interviewer looks for and evaluates during the interview. It is up to you to sell yourself to the interviewer to convince this person that you are the one for the job.

Read the following letter. Answer the questions that follow to evaluate this interviewer's reaction.

Dear Kerry,

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect that you've been turned down before, and maybe by now you believe that people right out of high school can't find work.

But I hired a teenager today. You saw her. She was the one with the clean hair, hands, and clothes. What was so special about her? Not experience, neither of you had any. It was her attitude that put her on the payroll instead of you. She wanted that job badly enough to dress for the interview, find out all she could about our company before coming in for the interview, and find out who was to do the interview. She did her best to impress me. That's where she edged you out.

I needed to hire someone who'd go out in the plant, keep her eyes open, and work for me like she'd work for herself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders over the rest.

Adapted from a letter contributed by Brother "Friday" Fitzgerald

ASSIGNMENT SHEET #4

1. List the good characteristics of the person in the letter.

2. List Kerry's unsuitable characteristics.

3. Why did the other person get the job?

4. What recommendations would you make to Kerry?

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #5 — WRITE A FOLLOW-UP LETTER OR MAKE A FOLLOW-UP TELEPHONE CALL AFTER INTERVIEWING FOR A JOB

NAME _____ SCORE _____

It is something helpful to return to a business and check again on possible job openings. This is often done about a week after the first interview. This short casual visit accomplishes two things. It helps the interviewer remember you, and it shows that you have a sincere interest in working for that company. However, it is not always possible to have this type of informal atmosphere when applying for a job. In any case, it is always proper to send a follow-up letter or make a follow-up telephone call.

PART I

Write a follow-up letter thanking the employer for the interview. Use any form you wish, or follow the format of the sample follow-up letter included in this assignment sheet.

A. Make sure that your letter meets the following standards

   1. Typed or written perfectly
   2. Clean, neat, and attractively arranged on the page
   3. Free of spelling, punctuation, and grammatical errors
   4. Sent within a day or two after the interview

B. Include the following points in your follow-up letter

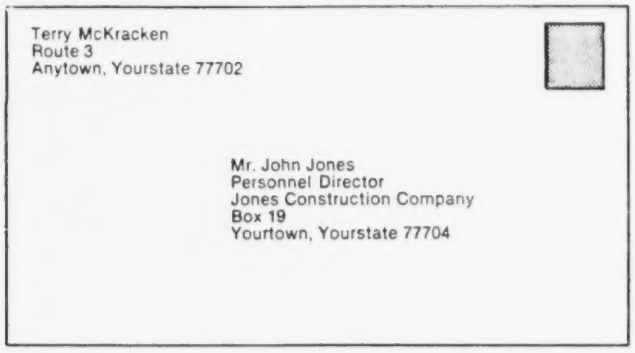
   1. Expression of appreciation for interviewer's time and interest
   2. Summary of your qualifications and interest in position
   3. Your name, address, and phone number (to make it easier for your employer to contact you)

C. Make this last bid for the job a prime example of your excellent work habits; write a clean, neat, and well-worded letter

ASSIGNMENT SHEET #5

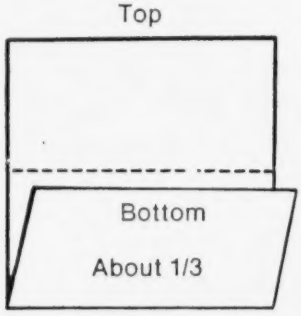
D. Address a legal-sized envelope

(NOTE: Be sure to type the address *exactly* the same as the inside address of the letter.)

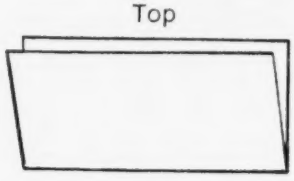



E. Fold letter

1. Fold about one-third of the page from bottom up

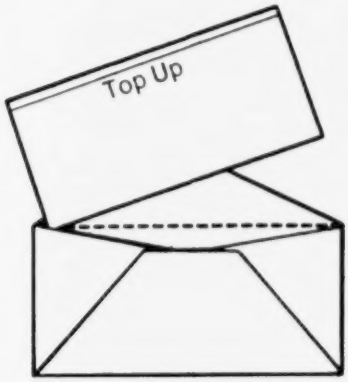


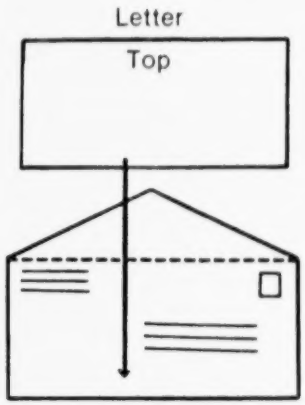

2. Make second fold from bottom to within 1/16 inch from top



ASSIGNMENT SHEET #5

3. Insert letter into envelope so that top edge of letter is toward the top of envelope




Face of Envelope

PART II

Role-play a follow-up telephone call using the guidelines below.

A. Make sure that you include the following information

1. Your name
2. Date of your interview
3. Position for which you were interviewed

B. Ask whether a decision has been made

EXAMPLE: Incorrect: "Hello, Mr. Jones. this is Terry McKracken. You told me you would let me know about the job, but I haven't heard anything from you. Why haven't called me?"

Incorrect: "This is Terry McKracken. Did I get the job?"

Correct: "Hello, Mr. Jones. This is Terry McKracken. I interviewed with you on June 30th for the position of _____. Have you made a decision on my application yet?"

ASSIGNMENT SHEET #5

C. If someone has already been hired, thank the interviewer for considering you, and express continued interest in working for the company

EXAMPLE: Incorrect: "Oh well, that's my luck. Thanks anyway."

Incorrect: "I didn't want to work for your company anyway."

Correct: "I am sorry I was not hired. Thank you for considering my application. I am still interested in working for the company and would appreciate your keeping my application on file."

ASSIGNMENT SHEET #5

**SAMPLE FOLLOW-UP LETTER**

Route #3
Anytown, Yourstate 77702
July 1, 1990

Mr. John Jones
Personnel Director
Jones Construction Company
Box 19
Yourtown, Yourstate 77704

Dear Mr. Jones:

Thank your for interviewing me for the job of electrician's helper with your company. I feel that working for Jones Construction Company would be enjoyable and that I could do the general electrical work that the job requires. I hope that I will have the opportunity to prove my worth.

The application form you gave me is enclosed.

I will be available for work May 19. You may call me at my home after 3:30 p.m. The number is 405-555-4433.

Sincerely yours,

Terry McKracken

Encl.

ASSIGNMENT SHEET #5

**SAMPLE FOLLOW-UP LETTER**

4234 Birch Ave.
Justfine, State 86590
Date

Sam Goodbody, Title
Classy Clinic
5289 North Ave.
Justfine, Oklahoma 86590

Dear Dr. Goodbody:

Thank you for interviewing me for the job as medical assistant in your clinic. I feel that the opportunity and learning experience would be excellent for me and hope that I will have the opportunity to assist you and your staff.

Enclosed you will find the application form you gave to me.

I will be available for work May 1. I may be reached at my home after 4:00 p.m. My telephone number is (123) 425-1144.

Sincerely yours,

Jo Jamison

Enclosure

ASSIGNMENT SHEET #5

SAMPLE FOLLOW-UP LETTER

2125 Charolais Road
Wautusi, OK 74074
November 13, 1989

Ms. Dorothy Chuculate, Manager
Fresh As Spring Day Care Center
1234 Somewhere Drive
Sunshine, OK 74077

Dear Ms. Chuculate:

Thank you for your time and courtesy during my visit to the Fresh As Spring Day Care Center Wednesday afternoon. Your words of encouragement were greatly appreciated. I also thoroughly enjoyed our tour of your facility and the friendly environment displayed by your other staff members.

As we discussed in my interview, early childhood education as well as elementary education are my two areas of concentration. Early childhood education is my first love, but I am also interested in quality elementary education.

At your request, I will be glad to furnish any additional information concerning my education and work experience. Once again, thank you for an informative and enjoyable visit.

Sincerely,

April Weatherby

JOB INTERVIEW
UNIT III

TEST

NAME _____ SCORE _____

1. Match to their correct definitions terms associated with the job interview process.

_____a. Person applying for a job

_____b. Clubs, organizations, sports, social or church groups in which one participates

_____c. Goods or services provided by an employer in addition to regular wages or salaries.

_____d. Experience, education, and physical characteristics that suit a person to a job

_____e. Any vocational courses and skills learned in high school, vocational school, or through work experience

_____f. Meeting of employer and job applicant for evaluation and questioning

_____g. Capable of being read; clear

_____h. Employer making a special effort to ensure that no form of discrimination is practiced

_____i. Binder containing a collection of letters, pamphlets, or drawings that depicts an individual's type of work or accomplishments

1. Qualifications
2. Extracurricular activities
3. Interview
4. Applicant
5. Vocational preparation
6. Fringe benefits
7. Portfolio
8. Equal opportunity employer
9. Legible

2. Select from a list personal characteristics an employer looks for during an interview.

_____a. Enthusiasm and interest

_____b. Dedication and dependability

_____c. Lifeless, slowness of mind

_____d. Honesty and integrity

_____e. Desire to work

_____f. Desire to not help others

_____g. Desire to improve oneself

TEST

3. Select from a list guidelines for dressing for an interview.

_____a. Dress to fit the job for which you are applying

_____b. Coordinate clothing

_____c. Be conservative

_____d. Be modest and well-groomed

4. Distinguish between information to be obtained before and during an interview.

| Before job interview | During job interview |
| --- | --- |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

5. Arrange in order steps in preparing for an interview.

_____a. Prepare questions about job and employee

_____b. Prepare a resume and a letter of application.

_____c. Complete employment application forms

_____d. Obtain employment application forms

_____e. Arrange for an interview

_____f. Mail resume, letter of application, and application forms

6. List items to take to a job interview.

_____

_____

_____

_____

_____

TEST

7. Select from a list recommended interviewing practices.

_____a. Prepare for the interview

_____b. Arrive early for the interview

_____c. Maintain good posture

_____d. Maintain eye contact with interview

_____e. Listen carefully

_____f. Be honest when answering questions, but tell interviewer about your past and home life

_____g. Do not worry about thanking the interview for his or her time and consideration because it wastes time

_____h. Offer to provide the interviewer with any additional information

_____i. Be ready to take a performance test

_____j. Smoke if there is an ashtray near your seat

_____k. Show a real interest in the job for which you are interviewing

_____l. Use good manners

# JOB INTERVIEW
## UNIT III

## ANSWERS TO TEST

1. a. 4
   b. 2
   c. 6
   d. 1
   e. 5
   f. 3
   g. 9
   h. 8
   i. 7

2. a, b, d, e, g

3. a, b, c, d

4. Before job interview—any of the following

   Products company makes or services it renders
   How long company has been in business
   If company has expanded its business or changed its operation
   Name, position, and title of person who will be conducting the interview
   How to pronounce the interviewer's name
   Typical salary for this type of job

   During job interview—any of the following

   Working conditions
   Security and safety precautions
   Public relations
   Salary or wages
   Fringe benefits
   Seniority
   Opportunity for advancement

5. d, b, c, f, e, a

6. —Two copies of resume and references
   —Driver's license or other proof of identity
   —A pen and small notebook

7. a, b, c, d, e, h, i

# PAYCHECK
# UNIT IV

## UNIT OBJECTIVE

After completing this unit, the student should be able to understand how a paycheck reflects employment hours, benefits, and deductions. The student will show this understanding by completing assignments and unit test with a minimum score of 85 percent.

## SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms related to paycheck computation and employee benefits with their correct definitions.
2. List two general categories for paycheck deductions.
3. List four items deducted by law from employee's paycheck.
4. List at least five items deducted by request from employee's paychecks.
5. State the main difference between wages and salaries.
6. List at least four benefits often reflected in paycheck.
7. Solve problems on earnings based on hourly wages.
8. Solve problems on earnings based on piece rate wages.
9. Solve problems on earnings based on piece rate with bonus and defectives charge.
10. Solve problems on earnings based on overtime wages.
11. Solve problems on earnings based on commissions.

PAYCHECK
UNIT IV

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

1. Supplements

a. Supplement #1 — Employees' Earnings Records

b. Supplement #2 — Sample Paycheck

c. Supplement #3 — W-4 Form (Withholding Exemption Certificate)

d. Supplement #4 — W-2 Form (Wage and Tax Statement)

2. Transparency masters

a. TM #1 — Employees' Earnings Records

b. TM #2 — Sample Paycheck

c. TM #3 — List of Legal Deductions with Illustrations

d. TM #4 — W-4 Form (Withholding Exemption Certificate)

e. TM #5 — List of Requested Deductions with Illustrations

f. TM #6 — List of Requested Deductions with Illustrations (continued)

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1 — Hourly Pay

2. Assignment Sheet #2 — Piece Rate Wages

3. Assignment Sheet #3 — Piece Rate with Bonus and Defectives Charge

4. Assignment Sheet #4 — Overtime Wages

5. Assignment Sheet #5 — Commission Salaries

E. Answers to Assignment Sheets

F. Test

G. Answers to Test

## SUGGESTED ACTIVITIES

II. Instructor's guide

A. Review unit and plan presentation.

B. Introduce unit.

- Ask students to briefly report if and where they are employed or have been employed, and how often paychecks are/were processed at their place of work.

- Suggest students retain copies of their own paychecks for home study. Suggest they identify parts of their own paycheck and report to the class what those parts are (withholding any confidential information.)

C. Provide students with unit.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

1. Use Information Sheet, Section I to discuss terms and definitions associated with paychecks.

   - Display Transparency #1, which shows a sample employee's earnings record. Explain that such records are the source of paychecks, and identify the various parts of the record. Fill in with data, having students do the same on their handouts (Supplement #1).

   - Display Transparency #2, showing a sample pay statement and check. Point out how the earnings and withholding records parallel those seen on the earnings record (TM #1). Fill in data, having students do the same on their handouts (Supplement #2).

   - Connect some of the terms listed in Section 1, Information sheet, to parts of paychecks.

   - Ask students to suggest additions to the terms list, based on their own job experiences.

2. Use Information Sheet, Section III to discuss paycheck deductions required by law.

   - Display TM #3 and review contents.

   - Briefly discuss Social Security (refer to Unit I).

   - Hand out Supplement #3. Display Transparency #4. Discuss Federal Income Tax and Withholding. Fill in forms together.

   - Hand out Supplement #4. Discuss parts of form, sample figures.

SUGGESTED ACTIVITIES

3. Use Information Sheet, Section IV to discuss paycheck deductions requested by employee.

   - Display TM #5.
   - Refer to Information Sheet, Section #1 for discussion of terms. Provide handout on tax shelters, from local tax accounting firms. (Speakers on this and other tax-related subjects are also available from same source.)
   - Ask students to contribute information on optional deductions from their own experiences as workers. (See Instructor's Guide, Section B.)

4. Use Information Sheet, Section V to discuss wage and salary computation.

   - Point out distinction between wages and salaries.
   - Use chalkboard to work through a few sample problems on hourly pay. Have students work through Assignment Sheet #1. (If there is not enough class time to complete and review the assignment sheet, it can become homework.)
   - Use chalkboard to work through a few sample problems on piece rate wages. Have students work through Assignment Sheet #2.
   - Use chalkboard to work through sample problems on piece rate with bonus and defectives charge. Have students work through Assignment Sheet #3.
   - Repeat above process, with sample problems on overtime wages. Assign Sheet #4.
   - Repeat above process, with sample problems on commission salaries. Assign Sheet #5.

5. Use Information Sheet, Section VI to discuss employee benefits.

   - Ask students to report orally on any types of company insurance programs in which they are currently enrolled.
   - Ask students to report orally on any other listed benefits they currently receive.

F. Give test.

G. Critique test and discuss in class.

H. Reteach and retest as necessary.

SUGGESTED ACTIVITIES

III. Unit references

A. Freeman, M. Herbert, et al. *Accounting Ten Twelve*, 2nd ed. New York: Gregg Division, McGraw-Hill Book Company, 1973.

B. Hicks, Herbert G. and C. Ray Gullett. *Modern Business Management—A Systems and Environmental Approach*. New York: McGraw-Hill Book Company, 1974.

C. Kirkpatrick, Charles A. and Frederick A. Russ. *Business*, 2nd ed. Chicago: Science Research Associates, Inc., 1978.

D. Musselman, Vernon A. and Eugene H. Hughes. *Introduction to Modern Business*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981.

E. Wigge, Barton F., Jr., and Merle Wood. *Payroll Systems and Procedures*. New York: Gregg Division, McGraw-Hill Book Company, 1970.

# EMPLOYEES EARNINGS RECORD

| Week | Period Ending | EARNINGS Regular | Overtime | Total | DEDUCTIONS FICA Tax | Inc. Tax | Group Ins. | Hosp. | Other | Total | NET PAY Amount | Taxable Earnings |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TOTALS 3 QUAR. | | 4,680 00 | | 4,680 00 | 273 78 | 674 73 | | 76 50 | | 1,024 98 | 3,655 02 | 4,680 00 |
| 1 | 10/7 | 120 00 | | 120 00 | 7 02 | 17 30 | | | | 24 32 | 95 68 | 4,800 00 |
| 2 | 10/14 | 120 00 | | 120 00 | 7 02 | 17 30 | | 8 50 | | 32 82 | 87 18 | 4,920 00 |
| 3 | 10/21 | 120 00 | | 120 00 | 7 02 | 17 30 | | | | 24 32 | 95 68 | 5,040 00 |
| 4 | 10/28 | 120 00 | | 120 00 | 7 02 | 17 30 | | | | 24 32 | 95 68 | 5,160 00 |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
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| 9 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | |
| QUARTER TOTALS | | | | | | | | | | | | |
| YEARLY TOTALS | | | | | | | | | | | | |

Name Elizabeth Johnson
Address 38 Brighton Street
Social Security Number 180-19-4700
Clock Number 2

Rate $120 / wk.
W.H. Exemptions 0 (M)
Group Ins.
Hosp. $8.50
Union Dues

Used with permission of Georgia Department of Education, Atlanta, Georgia, 30334.

SUPPLEMENT #1 – EMPLOYEES' EARNINGS RECORDS

SUPPLEMENT #2 – SAMPLE PAYCHECK

F R E N C H  F A S H I O N S  NO. 317

| Total Hours | You Earned and We Paid | | | | | We Paid These Amounts | | | | | | Balance of Earning | | Period Ending | No. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Regular | | Overtime | | Other | TOTAL | | F.I.C.A. | | Withhold Inc. Tax | | Union Dues | | | |
| 42 | 153 | 30 | 6 | 40 | | 159 | 70 | | 40 | | 60 | | 00 | 61 65 | 2/7 | 348 |

PAY STATEMENT - - - Detach and Detain

00.000
000

Pay Roll
Check

F R E N C H  F A S H I O N S
Trenton, New Jersey

NO. 317

PAY
TO THE ORDER OF Sue Wood 2/7 19

Sixty-one 100 $

EWING TRUST COMPANY
TRENTON, NEW JERSEY

FRENCH FASHIONS

John R. French

140

150

EEP-163

SUPPLEMENT #3 – W-4 FORM (WITHHOLDING EXEMPTION CERTIFICATE)

# 1988 Form W-4

Department of the Treasury
Internal Revenue Service

**Purpose.** You must complete Form W-4 so that your employer can withhold the correct amount of Federal income tax from your pay.

**Exemption From Withholding.** To be exempt, you must have owed no Federal income tax last year **and** must not expect to owe any this year. You may not claim exempt status if you can be claimed as a dependent of another person, have any nonwage income, and expect your total income to be more than $500. If exempt, only complete the certificate at the bottom of this page.

**Basic Instructions.** Employees who are not exempt should complete the Personal Allowances Worksheet. Additional worksheets are provided on page 2 for employees to adjust their withholding allowances based on itemized deductions, adjustments to income, or two-earner/two-job situations. For accuracy, complete all worksheets that apply to your situation. The worksheets on this form are designed to help you figure the number of withholding allowances you are entitled to claim. However, you may claim fewer allowances than this.

**Head of Household.** Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals.

**Nonwage Income.** If you have a large amount of nonwage income, from sources such as interest or dividends, you should consider making estimated tax payments using Form 1040-ES. Otherwise, you may find that you owe additional tax at the end of the year.

**Two-Earner/Two-Jobs.** If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. This total should be divided among all jobs. Your withholding will usually be most accurate when all allowances are claimed on the W-4 filed for the highest paying job and zero allowances are claimed for the others.

**Advance Earned Income Credit.** If you are eligible for this credit, you can receive it added to your paycheck throughout the year. For details, obtain Form W-5 from your employer.

**Check Your Withholding.** After your W-4 takes effect, you can use **Publication 919, Is My Withholding Correct for 1988?,** to see how the dollar amount you are having withheld compares to your estimated total annual tax. Call 1-800-424-3676 (in Hawaii and Alaska, check your local telephone directory) to obtain this publication.

## Personal Allowances Worksheet

A Enter "1" for **yourself** if no one else can claim you as a dependent . . . . . A ____

B Enter "1" if:
1. You are single and have only one job; or
2. You are married, have only one job, and your spouse does not work; or
3. Your wages from a second job or your spouse's wages (or the total of both) are $2,500 or less. . . . . B ____

C Enter "1" for your **spouse.** But, you may choose to enter "0" if you are married and have either a working spouse or more than one job (this may help you avoid having too little tax withheld) . . . . . C ____

D Enter number of **dependents** (other than your spouse or yourself) whom you will claim on your tax return . . . . . D ____

E Enter "1" if you will file as a **head of household** on your tax return (see conditions under "Head of Household," above) . . E ____

F Enter "1" if you have at least $1,500 of **child or dependent care expenses** for which you plan to claim a credit . . . . F ____

G Add lines A through F and enter total here . . . . . ▶ G ____

For accuracy, do all worksheets that apply.

- If you plan to **itemize or claim adjustments to income** and want to reduce your withholding, turn to the Deductions and Adjustments Worksheet on page 2.
- If you are **single** and have **more than one job** and your combined earnings from all jobs exceed $25,000 OR if you are **married** and have a **working spouse or more than one job,** and the combined earnings from all jobs exceed $40,000, then turn to the Two-Earner/Two-Job Worksheet on page 2 if you want to avoid having too little tax withheld.
- If **neither** of the above situations applies to you, **stop here** and enter the number from line G on line 4 of Form W-4 below.

**Cut here and give the certificate to your employer. Keep the top portion for your records.**

Form **W-4**
Department of the Treasury
Internal Revenue Service

## Employee's Withholding Allowance Certificate

▶ **For Privacy Act and Paperwork Reduction Act Notice, see reverse.**

OMB No. 1545-0010
**1988**

1 Type or print your first name and middle initial | Last name | 2 Your social security number

Home address (number and street or rural route)

City or town, state, and ZIP code

3 Marital Status: ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate
**Note:** *If married, but legally separated, or spouse is a nonresident alien, check the Single box.*

4 Total number of allowances you are claiming (from line G above or from the Worksheets on back if they apply) . . . 4

5 Additional amount, if any, you want deducted from each pay . . . 5 $

6 I claim exemption from withholding because (check boxes below that apply):
a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of **ALL** income tax withheld, **AND**
b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of **ALL** income tax withheld.
c If both **a** and **b** apply and you satisfy the additional conditions outlined above under "Exemption From Withholding," enter the year effective and "EXEMPT" here. Do not complete lines 4 and 5 above . . . ▶ Year 19

7 Are you a full-time student? (**Note:** *Full-time students are* ***not*** *automatically exempt.*) ☐ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or, if claiming exemption from withholding, that I am entitled to claim the exempt status.

**Employee's signature** ▶ **Date** ▶ , 198

8 Employer's name and address (**Employer: Complete 8, 9, and 10 only if sending to IRS**) | 9 Office code | 10 Employer identification number

SUPPLEMENT #4 – W-2 FORM (WAGE AND TAX STATEMENT)

| 1 Control number | | OMB No 1545 0008 | |
|---|---|---|---|
| 2 Employer's name, address, and ZIP code | | 3 Employer's identification number | 4 Employer's state I.D. number |
| | | 5 Statutory employee ☐ Deceased ☐ Pension plan ☐ Legal rep ☐ 942 emp ☐ Subtotal ☐ Deferred compensation ☐ Void ☐ | |
| | | 6 Allocated tips | 7 Advance EIC payment |
| 8 Employee's social security number | 9 Federal income tax withheld | 10 Wages, tips, other compensation | 11 Social security tax withheld |
| 12 Employee's name, address, and ZIP code | | 13 Social security wages | 14 Social security tips |
| | | 16 | 16a Fringe benefits incl. in Box 10 |
| | | 17 State income tax | 18 State wages, tips, etc. / 19 Name of state |
| | | 20 Local income tax | 21 Local wages, tips, etc. / 22 Name of locality |

Form **W-2 Wage and Tax Statement** 19__

Employee's and employer's copy compared ☐

**Copy 1 For State, City, or Local Tax Department**

# EMPLOYEES EARNINGS RECORD

| Week | Period Ending | EARNINGS | | | DEDUCTIONS | | | | | NET PAY | Taxable Earnings |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Regular | Overtime | Total | FICA Tax | Inc. Tax | Group Ins. | Hosp. | Other | Total | Amount | |
| | TOTALS 3 QUAR. | 4,680 00 | | 4,680 00 | 273 78 | 674 72 | | 76 50 | | 1,024 98 | 3,655 02 | 4,680 00 |
| 1 | 10/7 | 120 00 | | 120 00 | 7 02 | 17 30 | | | | 24 32 | 95 68 | 4,800 00 |
| 2 | 10/14 | 120 00 | | 120 00 | 7 02 | 17 30 | | 8 50 | | 32 82 | 87 18 | 4,920 00 |
| 3 | 10/21 | 120 00 | | 120 00 | 7 02 | 17 30 | | | | 24 32 | 95 68 | 5,040 00 |
| 4 | 10/28 | 120 00 | | 120 00 | 7 02 | 17 30 | | | | 24 32 | 95 68 | 5,160 00 |
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| 12 | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | |
| | QUARTER TOTALS | | | | | | | | | | | |
| | YEARLY TOTALS | | | | | | | | | | | |

Name Elizabeth Johnson
Address 38 Brighton Street
Social Security Number 180-19-4700
Clock Number 2

Rate $120 / wk.
W.H. Exemptions 0 (M)
Group Ins.
Hosp. $8.50
Union Dues

Used with permission of Georgia Department of Education, Atlanta, Georgia, 30334.

TM 1

156

EEP-169

**F R E N C H  F A S H I O N S** NO. 317

| Total Hours | You Earned and We Paid | | | | | | TOTAL | | We Paid These Amounts | | | | | | Balance of Earning | | Period Ending | No. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Regular | | Overtime | | Other | | | | F.I.C.A. | | Withhold Inc. Tax | | Union Dues | | | | | |
| 42 | 153 | 30 | 6 | 40 | | | 159 | 70 | | 40 | | 60 | | 00 | 61 | 65 | 2/7 | 348 |

PAY STATEMENT - - - Detach and Detain

00.000
000

Pay Roll
Check

**F R E N C H  F A S H I O N S**
Trenton, New Jersey

NO. 317

PAY
TO THE ORDER OF Sue Wood 2/7 19

Sixty-one 100 $

EWING TRUST COMPANY
TRENTON, NEW JERSEY

FRENCH FASHIONS

John R. French

TM 2

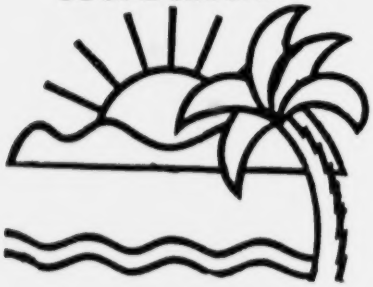
153

150

EEP-171

# PAYCHECK DEDUCTIONS REQUIRED BY LAW

*SOCIAL SECURITY*



*FEDERAL INCOME TAX*

*STATE INCOME TAX*

*CITY INCOME TAX*

TM 3

# 1988 Form W-4

Department of the Treasury
Internal Revenue Service

**Purpose.** You must complete Form W-4 so that your employer can withhold the correct amount of Federal income tax from your pay.

**Exemption From Withholding.** To be exempt, you must have owed no Federal income tax last year and must not expect to owe any this year. You may not claim exempt status if you can be claimed as a dependent of another person, have any nonwage income, and expect your total income to be more than $500. If exempt, only complete the certificate at the bottom of this page.

**Basic Instructions.** Employees who are not exempt should complete the Personal Allowances Worksheet. Additional worksheets are provided on page 2 for employees to adjust their withholding allowances based on itemized deductions, adjustments to income, or two-earner/two-job situations. For accuracy, complete all worksheets that apply to your situation. The worksheets on this form are designed to help you figure the number of withholding allowances you are entitled to claim. However, you may claim fewer allowances than this.

**Head of Household.** Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals.

**Nonwage Income.** If you have a large amount of nonwage income, from sources such as interest or dividends, you should consider making estimated tax payments using Form 1040-ES. Otherwise, you may find that you owe additional tax at the end of the year.

**Two-Earner/Two-Jobs.** If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. This total should be divided among all jobs. Your withholding will usually be most accurate when all allowances are claimed on the W-4 filed for the highest paying job and zero allowances are claimed for the others.

**Advance Earned Income Credit.** If you are eligible for this credit, you can receive it added to your paycheck throughout the year. For details, obtain Form W-5 from your employer.

**Check Your Withholding.** After your W-4 takes effect, you can use **Publication 919, Is My Withholding Correct for 1988?,** to see how the dollar amount you are having withheld compares to your estimated total annual tax. Call 1-800-424-3676 (in Hawaii and Alaska, check your local telephone directory) to obtain this publication.

## Personal Allowances Worksheet

A Enter "1" for **yourself** if no one else can claim you as a dependent . . . . . A ____

B Enter "1" if:
1. You are single and have only one job; or
2. You are married, have only one job, and your spouse does not work; or
3. Your wages from a second job or your spouse's wages (or the total of both) are $2,500 or less. . . . . B ____

C Enter "1" for your **spouse.** But, you may choose to enter "0" if you are married and have either a working spouse or more than one job (this may help you avoid having too little tax withheld) . . . . . C ____

D Enter number of **dependents** (other than your spouse or yourself) whom you will claim on your tax return . . . . . D ____

E Enter "1" if you will file as a **head of household** on your tax return (see conditions under "Head of Household," above) . . E ____

F Enter "1" if you have at least $1,500 of **child or dependent care expenses** for which you plan to claim a credit . . . . F ____

G Add lines A through F and enter total here . . . . . ▶ G ____

For accuracy, do all worksheets that apply.

- If you plan to **itemize or claim adjustments to income** and want to reduce your withholding, turn to the Deductions and Adjustments Worksheet on page 2.
- If you are **single** and have **more than one job** and your combined earnings from all jobs exceed $25,000 OR if you are **married** and have a **working spouse or more than one job,** and the combined earnings from all jobs exceed $40,000, then turn to the Two-Earner/Two-Job Worksheet on page 2 if you want to avoid having too little tax withheld.
- If **neither** of the above situations applies to you, **stop here** and enter the number from line G on line 4 of Form W-4 below.

**Cut here and give the certificate to your employer. Keep the top portion for your records.**

Form **W-4**
Department of the Treasury
Internal Revenue Service

## Employee's Withholding Allowance Certificate

▶ **For Privacy Act and Paperwork Reduction Act Notice, see reverse.**

OMB No. 1545-0010
**1988**

1 Type or print your first name and middle initial | Last name | 2 Your social security number

Home address (number and street or rural route)

City or town, state, and ZIP code

3 Marital Status
- ☐ Single ☐ Married
- ☐ Married, but withhold at higher Single rate.

**Note:** *If married, but legally separated, or spouse is a nonresident alien, check the Single box.*

4 Total number of allowances you are claiming (from line G above or from the Worksheets on back if they apply) . . 4

5 Additional amount, if any, you want deducted from each pay . . . . . 5 $

6 I claim exemption from withholding because (check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of **ALL** income tax withheld, **AND**

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of **ALL** income tax withheld.

c If both **a** and **b** apply and you satisfy the additional conditions outlined above under "Exemption From Withholding," enter the year effective and "EXEMPT" here. Do not complete lines 4 and 5 above . . . . ▶ Year 19

7 Are you a full-time student? (**Note:** *Full-time students are not automatically exempt.*) ☐ Yes ☐ No

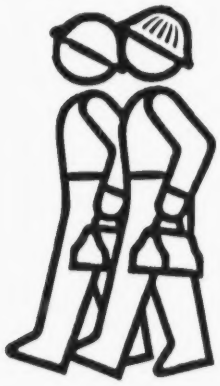
Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or, if claiming exemption from withholding, that I am entitled to claim the exempt status.

**Employee's signature** ▶ **Date** ▶ 198

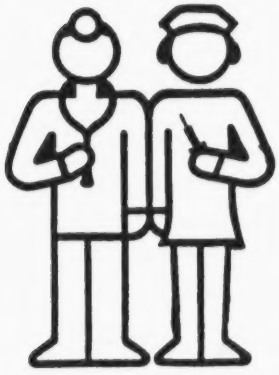
8 Employer's name and address (**Employer: Complete 8, 9, and 10 only if sending to IRS**) | 9 Office code | 10 Employer identification number

# PAYCHECK DEDUCUTIONS REQUESTED BY EMPLOYER

*LABOR UNION DUES*

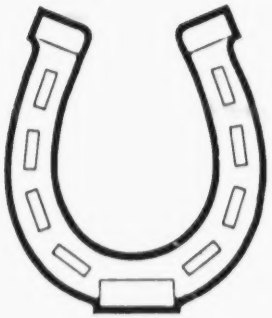


*GROUP INSURANCE*

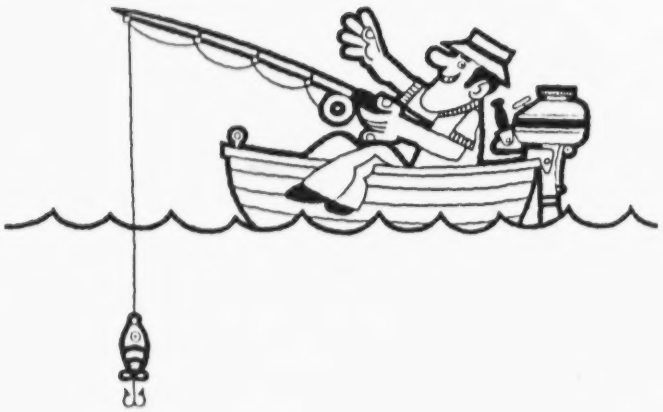


*SAVINGS ACCOUNT CREDITS*

*TAX SHELTERS*



*RETIREMENT PLANS*



PAYCHECK
UNIT IV

INFORMATION SHEET

I. Terms and definitions associated with paycheck computation and employee benefits

A. Deduction — Money that employer holds back from paycheck

B. Hourly wage — Money paid by the hour

C. Straight salary — Fixed amount of money paid by the week or month, regardless of hours

D. Piece-rate wages — Money paid per production unit completed

E. Contrast — Payment based on legal agreement

F. Commission — Incentive payment reflecting certain percentage of total sales of salesperson

G. Overtime wages ("Time-and-a-half") — A bonus of 1½ hours' pay for every extra hour worked; required by the Fair Labor Standards Act of 1938.

H. Insurance — Financial protection against possible illness, injury, death, or disability of worker. Usually offered at wholesale rate to employees by company

I. Tax shelters — Invested funds that are tax-exempt or tax-deferred

J. Sick leave — Compensated time off work for illness or injury

K. Annual leave — Compensated vacation time (accumulated)

L. Holiday leave — Compensated time away from work for legal holdiays or other days employer designates

M. Worker's compensation — Insurance benefits for workers injured on the job, paid for through an employer's payroll taxes

N. Retirement (Group Pension Plans) — Accumulated funds paid to employees concluding work careers

O. Profit-sharing — A system allowing employees to share in a company's financial profits through cash bonuses or purchase of company stock

P. Unemployment compensation — Money employer pays out of a state-regulated payroll tax fund to laid-off workers

Q. Gross Pay — Total wages or salary before deductions

R. Net Pay — Total wages or salary after deductions

S. Savings account credit — Employer's automatic deposit to employee's savings account of certain percentage of paycheck, by agreement.

INFORMATION SHEET

II. General categories for paycheck deduction

A. Deductions required by law

B. Deductions requested by employee

III. Paycheck deductions required by law

A. Social Security (Federal Insurance Contributions Act, or FICA)

— Originated in 1935 as a federal retirement and disability insurance program, Social Security now also provides for health care payments under the Medicare bill of 1966. As in any insurance, Social Security depends on premiums to provide benefits to its policy-holders. The federal government collects premiums by deducting a monthly FICA tax on employer's payrolls and employee's paychecks. FICA taxes have risen gradually since their inception, to compensate for a decline in the taxable workforce and a corresponding increase in retirees and others claiming benefits.

B. Federal income tax

— The 16th Amendment to the U.S. Constitution (1913) created federal income taxes, collected annually and based on taxpayers' yearly income and exemptions. The federal withholding tax allows employers to deduct or withhold increments of the taxpayer's total annual taxes, based on projected income. Ideally, withholding permits the taxpayer to have paid all income taxes by the end of the year, making one large payment unnecessary.

C. State income tax

— Similar to federal income taxes, state income taxes are based on taxpayer's yearly income and exemptions, and are also payable through a withholding system.

D. City income tax

— Many cities also levy an income tax, based on either a percentage of income or a percentage of state income taxes.

IV. Paycheck deductions requested by employee

A. Labor union dues

B. Company insurance

C. Company retirement plans

D. Savings account credits

E. Tax shelters

INFORMATION SHEET

V. Wages and Salaries

A. Hourly wages (computation)

1. Regular hours × base rate = regular pay

EXAMPLE: 40 (regular hours) × $1.68 (base rate) = $67.20 (regular pay)

B. Piece rate wages (computation)

1. Basic rate × each standard unit completed = basic pay
2. Bonus rate × all-above standard units completed = bonus pay
3. Defective parts × fee charged = defectives deduction from pay
4. Add base + bonus − defectives fee = total piece rate pay

EXAMPLE: $360 + (20 units @ .10) − (5 units @ .10) = $361.25 total piece pay

C. Overtime wages (computation)

1. Overtime hours × 1½ base rate = overtime pay

EXAMPLE: 6½ (overtime hours) × $2.52 (overtime rate) = $16.38 (overtime pay)

D. Straight salary (monthly)

1. Payment for work figured on per-month basis, regardless of hours worked

E. Straight salary (weekly)

1. Payment for work figured on per-week basis, regardless of hours worked

F. Straight salary (contract)

1. Written agreement whereby employer pays employee a set amount for each job completed, regardless of hours worked.

G. Straight salary (sales commission computation)

1. Payment for work based on straight salary plus percentage of sales, regardless of hours worked.

EXAMPLE: Salary = $40.00 per week + 7% commission on $990 sales

$40.00 + $69.30 (.07 × $990) = $109.30 (total salary)

INFORMATION SHEET

VI. Benefits (often reflected in paychecks.)

A. Insurance

1. Health — Company pays employees' and their dependents' medical expenses (often including major medical, hospitalization, surgical, pharmaceutical, and dental fees. Generally, under group medical plans, physical examinations are not required. (Employee may also accumulate health insurance through paycheck deductions, depending on company policy.)

2. Survivors' (life) — Employees' dependents receive money upon his/her death. Either company-paid or employee-accumulated.

B. Tax shelters

1. Money deducted from paycheck and invested in stocks, bonds, or other securities, depending on type of plan. Interest compounds yearly; tax on interest becomes payable only when employee withdraws money.

C. Leaves from work

1. Sick leave

2. Annual leave

3. Holiday leave

D. Worker's Compensation

E. Retirement (group pension plans)

F. Profit-sharing programs

G. Unemployment compensation

H. Savings account credits

PAYCHECK
UNIT IV

ASSIGNMENT SHEET #1 — HOURLY PAY

NAME _____ SCORE _____

1. Jack has a job working in a bakery. He is paid by the hour at the rate of $4.85 per hour. He works seven hours per day Monday through Saturday.

   a. How many hours does he work per week? _____

   b. How much does he get paid for each day he works? _____

   c. What are his weekly earnings? _____

2. Compute these wages.

   a. 40 hours @ $3.80 per hour _____

   b. 40 hours @ $3.75 per hour _____

   c. 40 hours @ $4.23 per hour _____

   d. 40 hours @ $3.95 per hour _____

   e. 40 hours @ $3.82 per hour _____

   f. 40 hours @ $3.79 per hour _____

PAYCHECK
UNIT IV

## ASSIGNMENT SHEET #2 — PIECE RATE WAGES

NAME _____ SCORE _____

1. Sam Jones is paid eleven cents for each part he assembles for the Public Service Electric Company. Last week, he assembled 2733 parts. How much did he earn?

2. Bill Box is paid $1.75 for each delivery he makes, and $1.35 for each order that the fills. On Friday he made eight deliveries and filled six orders. What did he earn that day?

Complete this payroll.

| Employee | No. of Pieces M. | T. | W. | T. | F. | Total pieces produced | Rate per piece | Total pay |
|---|---|---|---|---|---|---|---|---|
| a. Mary | 183 | 289 | 321 | 263 | 346 | | 15¢ | |
| b. Joe | 222 | 193 | 352 | 352 | 217 | | 18¢ | |
| c. Jim | 300 | 294 | 181 | 322 | 222 | | 15 1/2¢ | |
| d. John | 318 | 378 | 312 | 190 | 294 | | 18 1/2¢ | |
| e. Sue | 365 | 294 | 222 | 358 | 164 | | 16¢ | |
| f. Sara | 325 | 300 | 358 | 217 | 289 | | 14¢ | |
| g. Ann | 318 | 321 | 312 | 290 | 287 | | 15¢ | |
| h. Betty | 294 | 288 | 319 | 222 | 288 | | 17¢ | |
| i. Patty | 346 | 287 | 289 | 310 | 294 | | 18¢ | |
| j. Ruth | 274 | 325 | 263 | 183 | 322 | | 16¢ | |
| k. | | | | | | | Total _____ | |

PAYCHECK
UNIT IV

ASSIGNMENT SHEET #3 — PIECE RATE WITH BONUS
AND DEFECTIVE CHARGE

NAME _____ SCORE _____

Directions: Find the pay for each of the jobs listed in the table below. A standard is required of each worker and a bonus is given for those who make above the standard and a fee is charged for each defective part.

| JOB | RATE | STANDARD | BONUS | DEFECTIVE PARTS FEE |
|---|---|---|---|---|
| A | 3¢ | 240 | 1 ½¢ | 5 |
| B | 4¢ | 200 | 2¢ | 8 |
| C | 5¢ | 180 | 3¢ | 10 |
| D | 2 ½¢ | 360 | 1¢ | 3 |

Find the pay for the day.

| JOB | PARTS | DEFECTIVE | |
|---|---|---|---|
| 1. A | 262 | 8 | _____ |
| 2. B | 210 | 5 | _____ |
| 3. C | 196 | 7 | _____ |
| 4. D | 384 | 11 | _____ |
| 5. A | 242 | 4 | _____ |
| 6. B | 292 | 3 | _____ |
| 7. C | 182 | 6 | _____ |
| 8. B | 206 | 3 | _____ |
| 9. C | 208 | 8 | _____ |
| 10. C | 200 | 8 | _____ |

PAYCHECK
UNIT IV

## ASSIGNMENT SHEET #4 — OVERTIME WAGES

NAME _____ SCORE _____

Complete the following payroll table. Overtime (over 40 hours) is figured at 1 ½ times the regular hourly wage.

| | Number of Hours | Rate per Hour | Rate for Overtime | Regular Wages | Overtime Wages | Total Pay |
|---|---|---|---|---|---|---|
| 1. | 50 | $3.50 | | | | |
| 2. | 48 | 4.00 | | | | |
| 3. | 54 | 3.80 | | | | |
| 4. | 44 | 8.00 | | | | |
| 5. | 50 | 6.00 | | | | |
| 6. | 60 | 3.00 | | | | |
| 7. | 51 | 5.00 | | | | |
| 8. | 58 | 3.75 | | | | |
| 9. | 54 | 6.50 | | | | |
| 10. | 60 | 10.00 | | | | |

PAYCHECK
UNIT IV

## ASSIGNMENT SHEET #5 — COMMISSION SALARIES

NAME _____ SCORE _____

Complete the following table.

| | Weekly Base Pay | Week's Sales | Rate of Commission on Sales | Total Pay |
|---|---|---|---|---|
| 1. | $ 75.00 | $ 950.00 | 3% | |
| 2. | 150.00 | 1800.00 | 10% | |
| 3. | 100.00 | 1200.00 | 30% | |
| 4. | 160.00 | 850.00 | 8% | |
| 5. | 120.00 | 800.00 | 12% | |
| 6. | 75.00 | 1000.00 | 5% | |
| 7. | 120.00 | 800.00 | 6% | |
| 8. | 160.00 | 750.00 | 15% | |
| 9. | 165.00 | 1000.00 | 8% | |
| 10. | 145.00 | 4500.00 | 5% | |

PAYCHECK
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor

Assignment Sheet #4 — Evaluated to the satisfaction of the instructor

Assignment Sheet #5 — Evaluated to the satisfaction of the instructor

PAYCHECK
UNIT IV

TEST

NAME _____ SCORE _____

1. Match to their correct definitions terms associated with paycheck computation and employee benefits. Write the correct numbers in the blanks.

_____a. Money that employer holds back from paycheck

_____b. Money paid by the hour

_____c. Fixed amount of money paid by the week or month, regardless of hours

_____d. Employer's automatic deposit to employee's savings account of percentage of paycheck, by agreement

_____e. Money paid per production unit completed.

_____f. Payment based on legal agreement

_____g. Incentive payment reflecting certain percentage of total sales of salesperson

_____h. A bonus of 1 ½ hours' pay for every extra hour worked

_____i. Financial protection against possible illness, injury, death, or disability of worker

_____j. Invested funds that are tax-exempt or tax-deferred

_____k. Compensated time off work for illness or injury

_____l. Compensated vacation time (accumulated)

_____m. Compensated time away from work for legal holidays or other days employer designates

_____n. Insurance benefits for workers injured on the job

_____o. Accumulated funds paid to employees concluding work careers

_____p. A system allowing employees to share in company's financial profits, through cash bonuses or purchase of company stock

_____q. Money employer pays out of a state-regulated payroll tax fund to laid-off workers

_____r. Total wages or salary before deductions

_____s. Total wages or salary after deductions

1. Insurance
2. Hourly wages
3. Tax shelters
4. Deductions
5. Unemployment compensation
6. Straight salary
7. Sick leave
8. Profit-sharing
9. Piece-rate wages
10. Annual leave
11. Overtime wages
12. Retirement (group pension plan)
13. Contract
14. Holiday leave
15. Commission
16. Worker's compensation
17. Net pay
18. Gross pay
19. Savings account credits

TEST

2. List two general categories for paycheck deductions.

   a. _____

   b. _____

3. List four paycheck deductions required by law.

   a. _____

   b. _____

   c. _____

   d. _____

4. List at least five paycheck deductions requested by employees.

   a. _____ d. _____

   b. _____ e. _____

   c. _____

5. State the main difference between wages and salaries.

   _____

6. List four benefits often deducted from employee's paychecks.

   a. _____

   b. _____

   c. _____

   d. _____

(NOTE: Test items 7-11 list the assignment sheets that are considered an important part of this test. If they have not been completed, check with your instructor.)

7. Solve problems on earnings based on hourly wages.
8. Solve problems on earnings based on piece rate wages.
9. Solve problems on earnings based on piece rate with bonus and defectives charge.
10. Solve problems on earnings based on overtime wages
11. Solve problems on earnings based on commissions.

PAYCHECK
UNIT IV

ANSWERS TO TEST

1.

| | | |
|---|---|---|
| a. 4 | i. 1 | q. 5 |
| b. 2 | j. 3 | r. 18 |
| c. 6 | k. 7 | s. 17 |
| d. 19 | l. 10 | |
| e. 9 | m. 14 | |
| f. 13 | n. 16 | |
| g. 15 | o. 12 | |
| h. 11 | p. 8 | |

2. a. Required by law
   b. Requested by employee

3. a. Social Security (FICA)
   b. Federal income tax
   c. State income tax
   d. City income tax

4. a. Labor union dues
   b. Company insurance plans
   c. Company retirement plans
   d. Savings account credits
   e. Tax shelters

5. a. Wages are per hour, salaries are fixed amounts.

6. a. Insurance
   b. Tax shelters
   c. Retirement (group pension plans)
   d. Savings account credits

7. Completed to instructor's satisfaction.

8. Completed to instructor's satisfaction.

9. Completed to instructor's satisfaction.

10. Completed to instructor's satisfaction.

11. Completed to instructor's satisfaction.

# SUCCEEDING ON THE JOB
# UNIT V

## UNIT OBJECTIVE

After completing this unit, students should be able to successfully perform a particular job with a better attitude toward themselves as well as others. In addition, the student should be able to handle loss of employment with a more positive attitude. This knowledge will be evidenced by completing assignment sheets and the unit test with a minimum score of 85 percent.

## SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. List ten characteristics of a good employee.
2. List six guidelines for the first day on the job.
3. Select from a list ways a student can get along with the supervisor.
4. Select from a list ways a student can get acquainted with co-workers.
5. Discuss at least five ways of handling conflict with co-workers.
6. Discuss five ways of preventing conflict with customers.
7. State work rules under each of the following categories: punctuality, neat appearance and appropriate clothes for the job, visiting on the job, missing work, keeping busy, poise, personal management, professionalism, and communication.
8. List three reasons people lose jobs.
9. Name two basic factors which influence career success.
10. Evaluate personal health/grooming habits.
11. Evaluate personal habits associated with job success.
12. Discuss work rules.
13. Select from a list important reasons for careful listening.
14. Evaluate listening skills.
15. Ask for a raise.
16. Write a letter of resignation.

SUCCEEDING ON THE JOB
UNIT V

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Supplement #1 — Personal Appearance Guidelines

D. Information sheet

E. Assignment sheets

1. Assignment Sheet #1 — Evaluate Personal Health/Grooming Habits

2. Assignment Sheet #2 — Evaluate Personal Habits Associated with Job Success

3. Assignment Sheet #3 — Discuss Work Rules

4. Assignment Sheet #4 — Select From a List Important Reasons for Careful Listening

5. Assignment Sheet #5 — Evaluate Listening Skills

6. Assignment Sheet #6 — Ask for a Raise

7. Assignment Sheet #7 — Write a Letter of Resignation

F. Answers to assignment sheets

G. Test

H. Answers to test

II. Instructor's guide

A. Review unit and plan presentation

B. Order films and video tapes to supplement unit

(NOTE: These films are available on a free loan basis to Oklahoma teachers only. Oklahoma teachers may order these films from the Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074-4364. Out-of-state teachers must order from the addresses accompanying the films.)

## SUGGESTED ACTIVITIES

1. *Customer Service: The Film*. Color, 24 1/4 minutes, 1986. Available from Barr Films, 12801 Schabarum Avenue, P.O. Box 7878, Irwindale, California 91706-7878.

   (NOTE: Shows how poor customer service can influence a person's desire to do repeat business with a company. The film shows both negative and positive situations.)

2. *Handling Complaints*. Color, 10 minutes, 1975. Available from National Educational Media, 21601 Devonshire Street, Chatsworth, CA 91311.

   (NOTE: Covers step-by-step procedures for handling customer complaints. Illustrates some basic principles that equip anyone to cope with customer complaints and to handle any situation cheerfully and graciously.)

3. *How Am I Doing?* Color, 14 minutes, 1983. Available from Agency for Instructional Technology, Box A, Bloomington, Indiana 47401.

   (NOTE: Mary's job evaluation turns out to be much less frightening then the nightmare she has about it. Later, Ms. Pearson and another supervisor talk about how hard it is for them to fire someone or give a negative evaluation.)

4. *Making the Most of Yourself*. Color, 14 minutes, 1983. Available from Agency for Instructional Technology, Box A, Bloomington, Indiana 47401.

   (NOTE: Bill is willing to take additional training, adjust his schedule as needed, and fulfill his commitment when tires. Bobby is not. The host asks which of them is more likely to get ahead. Lee and Mr. Shuford dramatize how body language, choice of words, and tone of voice are important to effective communication.)

5. *Personal Grooming and Hygiene*. Color, 15 minutes, 1982. Available from National Educational Media, 21601 Devonshire Street, Chatsworth, California 91311.

   (NOTE: Illustrates the most important hygiene and grooming principles such as bathing, teeth care, hair and nail care, use of deodorants, and dress.)

6. *Say That One More Time*. Color, 14 minutes, 1983. Available from Agency for Instructional Technology, Box A, Bloomington, Indiana 47401.

   (NOTE: In two versions of Jane's first day, Connie shows her how to use the copy machine. When Jane asks and answers questions, pays attention, takes notes, and works the machine while Connie is there, she learns. Paula demonstrates both poor and good telephone communication skills.)

SUGGESTED ACTIVITIES

7. *Your New Job*. Color, 17 minutes, 1985. Available from Barr Films, P.O. Box 7878, Irwindale, California 91706-7878.

   (NOTE: Illustrates how difficult the first day of a new job can be. Shows how to handle situations that arise on the first day, including questions about office procedures, questions about job duties, questions about difficult co-workers, and questions about how to get along.)

C. Provide students with unit, and discuss unit and specific objectives.

D. Introduce unit.

- Lead a discussion about what helps a person succeed on the job. Get students to make a list of characteristics they think a successful employee should have. Have them save the list to compare to the information they gain from studying this unit.
- Talk about the high turnover rate of people in their first jobs.
- Point out that employees can stay in the same position for years without a promotion if they do not know how to be successful.

E. Discuss information and assignment sheets.

1. Use Information Sheet, Section I, to present the characteristics of a good employee.
   - Have students compare the lists they made earlier to the characteristics given in the information sheet.
   - Invite an employer to come to class to discuss what he looks for in employees that work for him. (You may want to invite several employers to come in at the same time and have them be part of panel discussion on successful employees.)
2. Discuss guidelines for the first day on the job using Information Sheet, Section I.
   - Show film *Your New Job*.
   - Have students who have or have had jobs relate examples of first day experiences.
   - Have students give examples of merchandise that must be handled carefully, and have them tell how they would handle it.
3. Present the way that students can get along with the supervisor using Information Sheet, Section III.
   - Show film *Making the Most of Yourself*

## SUGGESTED ACTIVITIES

4. Discuss guidelines for getting acquainted with co-workers by using Information Sheet, Section IV.

   - Have students discuss the way they think they will use to get acquainted with their co-workers.

5. Present information on handling conflict with co-workers using Information Sheet, Section V.

   - Emphasize the importance of listening and asking questions.
   - Show film *Say That One More Time.*
   - Have students complete Assignment Sheet #4 and #5.
   - Discuss how to recognize and respond properly to specific types of unpleasant persons on the job.

6. Discuss ways that students can prevent conflict with customers; use Information Sheet, Section VI.

   - Show film *Handling Conflict.*
   - Have students give examples of both good and poor customer service they have received. Have students try to analyze why they may have received the poor service (you might point out that customer attitude also affects customer service).
   - Show film *Customer Service: The Film.*
   - Invite the customer service representative from a local company to visit the class and tell how his or her company handles customer complaints.

7. Present work rules for the employee; use Information Sheet, Section VII.

   - Have students complete Assignment Sheet #3, and then discuss the answers in class.
   - Discuss personal appearance and its importance to success on the job. Use Supplement #1.
   - Show film *Personal Grooming and Hygiene.*
   - Have students complete Assignment Sheets #1 and #2.
   - Assign each student a work rule, and have the student interview someone who is employed. Have the student find out how the rule applies to that employee's job.

SUGGESTED ACTIVITIES

8. Present the reasons people lose jobs by using Information Sheet, Section VIII.

   - Show film *How Am I Doing*.
   - Invite a personnel manager to visit the class and discuss reasons people lose jobs at his or her company.

9. Discuss factors that influence job success; use Information Sheet, Section IX.

   - Have students complete Assignment Sheet #6.
   - Discuss how an employee resigns from a job in a professional manner. Include topics such as proper notice, letters of resignation, proper attitude, and appreciation for knowledge and experience gained from the job.
   - Have students complete Assignment Sheet #7.
   - Have students make a list of people whom they see as being successful. From the list, assign each student a successful person. Have students research their people and give a five-minute oral presentation to the class. Reports might include information on the person's background, education, and job success.

F. Give test.

G. Critique test and discuss in class.

H. Reteach and retest as necessary.

III. Unit references

A. Benson, Ann. *Child Care I*. Rev. by Debbie Truitt Goodman. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1981.

B. *Good Work!* Tallahassee, Florida: State of Florida, Department of Education, 1981.

C. Herr, Edwin, L., ed. *Your Working Life: A Guide to Getting and Holding a Job*. New York: McGraw-Hill, 1980.

D. Kimbrell, Grady, and Ben S. Vineyard. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight, 1981.

E. Nelson, Fran K. *Interdisciplinary Cooperative Education*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

## SUGGESTED ACTIVITIES

F. Sawatzky, Joyce. *Family Living*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

G. Spann, Margaret. *English I*. Rev. by Teresa Eacret et al. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1982.

## SUGGESTED ACTIVITIES

### SUPPLEMENT #1 — PERSONAL APPEARANCE GUIDELINES

I. Grooming — The sum total of one's appearance

II. Hindrances to good grooming

- A. Too much make-up
- B. Cheap and gaudy jewelry
- C. Over decoration
- D. Run-down heels
- E. Inharmonious colors
- F. Bad breath
- G. Body odor
- H. Unkept hair—nails
- I. Unsuitable accessories
- J. Soiled gloves and handkerchiefs
- K. Extreme and unsuitable styles
- L. Exaggerated hair styles

III. Helpful hints in grooming

- A. Buy the best clothes you can afford
- B. Keep clothes clean and neatly pressed
- C. Dress modern, but avoid extremes, especially jewelry
- D. Avoid bad color combinations
- E. Observe the taste and style of well dressed people
- F. Seek advice on colors and styles of clothes
- G. Study serviceability and suitability of clothes
- H. Dress according to your age, position in life, personality, figure, complexion, and the occasion

SUPPLEMENT #1

I. Keep hair trimmed and shave often

J. Keep handkerchief fresh and clean

K. Keep pockets from bulging

L. Mend rips promptly and restore dangling buttons

M. Hang clothes straight on hangers when not in use

N. Bathe frequently

O. Brush teeth two to four times daily

IV. Personal appearance in a job interview

A. Your appearance will represent the company

B. A well-groomed person is personally well-disciplined

C. You feel more self-confident if you know you are looking your best

D. You make a more generally favorable impression on the interviewer—which makes him more ready to hear your story

E. Employers think a sloppy person is a sloppy worker

SUCCEEDING ON THE JOB
UNIT V

INFORMATION SHEET

I. Characteristics of a good employee

(NOTE: The employer pays the salary and has a right to expect certain qualities in an employee. The following characteristics were determined by a recent survey of training station sponsors.)

A. Cooperation

EXAMPLE: Helping other employees, if permissible, when your duties are completed; seeing things that need to be done and doing them without being told

B. Initiative

EXAMPLE: Moving to additional duties which require more responsibility and more difficult skills

C. Honesty

EXAMPLES: Starting work on time; returning from breaks and lunch on time; being productive while at work; not leaving work a few minutes early; not taking stamps, pens, paper, and tools for personal use; not stealing money and/or merchandise; not giving special favors or discounts to friends and relatives without the supervisor's approval; discouraging friends from being dishonest

D. Willingness to learn

(NOTE: Approaching a class and job with an open mind will make the tasks more interesting and shows a willingness to learn.)

E. Following directions

(NOTE: Listening and reading instructions will save time and effort.)

F. Neat appearance; good grooming

G. Smiling

H. Not talking too much

(NOTE: This includes talking on the telephone.)

I. Politeness

EXAMPLES: Courteous; well-mannered; considerate conduct; saying "good morning" and "thank you;" escorting, when possible, a customer to a credit department instead of just pointing or giving directions

INFORMATION SHEET

J. Patience

K. Leaving personal problems at home

L. Punctuality

M. Good attendance

(NOTE: Excessive absences was the number one problem in businesses surveyed.)

N. Dependability

(NOTE: Completing a task on schedule is a sign of maturity, perseverance, and responsibility.)

O. Enthusiasm

(NOTE: Acting excited and eager about your job will often cause everyone to get more work done quickly and easily.)

P. Accepting criticism well

(NOTE: It is impossible to do everything correctly all the time. Occasionally, everyone must accept criticism. Do not make excuses, but look the supervisor in the face and try not to look hurt, sulky, or mad.)

Q. Loyalty

EXAMPLES: Keeping confidential matters, such as price margins and cost codes, to yourself; not participating in gossip and disputes; not criticizing the business to outsiders; being a good customer of your business's products and services where applicable

(NOTE: Discounts are sometimes available for employees. Your use and recommendation of the business's products and services is excellent promotion.)

R. Sense of humor

(NOTE: People who can laugh, especially when the joke is on them, will gain the acceptance of co-workers.)

S. Positive attitude

(NOTE: Look for what is good and right about something or someone. Try not to always complain or focus on what is unpleasant. Avoid complaining and using words such as "can't," "won't," or "don't." Act happy and enthusiastic and you will be happy and enthusiastic because actions occur before feelings. Do not permit co-workers or supervisors who have negative attitudes to trap you into their way of thinking.)

INFORMATION SHEET

T. Lack of jealousy

U. Tactfulness

V. Dependability

W. Interest in the job

II. Guidelines for the first day on the job

(NOTE: The first impression you make with co-workers and employers is often a lasting one. Be sure it is a good one.)

A. Report at work a few minutes ahead of time

(NOTE: This time will probably be used by your supervisor to show you around and introduce you to co-workers. A training program may be started.)

B. Listen to instructions carefully

(NOTE: Ask questions if you do not understand what is expected of you.)

C. Be friendly to co-workers, but do not waste time by visiting on the job

D. Show courtesy to supervisor

EXAMPLE: Refer to this person appropriately, such as Mr., Ms., Mrs.

E. Try not to be nervous

(NOTE: It is easy to be over anxious and nervous the first day on the job. Try to relax and do your best work.)

F. Learn about the company

EXAMPLES: History of the company, products and/or services provided

G. Report mistakes to immediate supervisor

(NOTE: Learn from your mistakes so that you will not make them again.)

H. Learn the company rules and regulations

I. Think for yourself

J. Take a real interest in your work

K. Keep work area neat

L. Do not be a clock watcher

INFORMATION SHEET

III. Ways a student can get along with the supervisor

(NOTE: A good supervisor corrects and makes suggestions when a student trainee does something wrong or in a way that is not best for business.)

A. Accept the authority of the supervisor to have things done her/his way

B. Immediately ask the supervisor for more responsibilities when all assigned duties are completed

(NOTE: A recent survey conducted by the State Department of Vocational and Technical Education shows that 55 percent of students in cooperative training programs need to improve in this area.)

C. Do not give the appearance of flirting with anyone while on the job

D. Handle merchandise and supplies respectfully

(NOTE: These represent an investment in the business. Soiled or wrinkled merchandise and careless use of supplies and equipment quickly cut into profits.)

E. Do not pretend to know all about the business

(NOTE: Young, new employees who appear to think they know all there is to know are considered "smart-alecky" and may not last long on a job.)

F. Learn from all supervisors, both the good ones and those less skilled

EXAMPLE: Some supervisors know how to give constructive criticism and some only give destructive criticism

IV. Guidelines for getting acquainted

(NOTE: Being new on a job can be hard if you do not know anyone on the job. These guidelines will help you get acquainted with co-workers.)

A. Be pleasant, cheerful, and friendly to everyone

B. Take time to know people as individuals

C. Do not force yourself on others

D. If invited, try out company-sponsored social groups and/or teams

E. Talk with others

F. Have desire to get acquainted with others

G. Learn interests of others

INFORMATION SHEET

V. Handling conflict with co-workers

A. Know all co-workers by name

B. Introduce yourself to the other employees if the supervisor or another employee does not do so

C. Greet by name or at least smile at the other employees upon arriving for work

D. Say good-bye, nod your head, or wave to co-workers when leaving work for the day

E. Listen, ask questions, and thank the other employees who try to be helpful

F. Realize that new, young employees may not be able to get by with as much as older, trusted employees

G. Recognize specific types of unpleasant persons and respond accordingly

1. Wolf/flirt

(NOTE: If the advances become serious and frequent, more drastic action may need to be taken. The "ignoring" method will work in the majority of cases.)

a. Be casual

b. Fail to react

2. Grouch

a. Be pleasant and sympathetic, not taking the grumbling and griping personally

b. Realize that there may be many reasons for crankiness, such as home life, financial problems, and personal dissatisfaction

3. Bossy person

a. Avoid conflict with a person who is not your supervisor, but who insists on giving you orders, until you can discuss the matter with your supervisor

b. Pay attention to details and follow directions as accurately as you can, if your supervisor or a person who greatly influences your supervisor gives you instructions, criticism, or orders

4. Complainer

a. Politely avoid complaining as much as possible because it is contagious

b. Counteract complaints with cheerful, positive statements

5. Tattler — Politely but firmly refuse to listen to gossip by suddenly remembering something you have to do and politely dismissing yourself

VI. Ways a student can prevent conflict with customers

(NOTE: *Customers* may be called by some other name in your business, such as *clients* or *patrons*. Nevertheless, all businesses have contact with someone who buys their product and/or services.)

A. Overcome shyness

B. Smile and greet each customer with whom you come in contact

C. Try to remember customers' names, likes, and dislikes

D. Approach customers promptly and with confidence and sincerity

E. Treat each customer as a guest; the customer is your reason for being in business

F. Help each customer with individual needs

(NOTE: Customers come to a business because they need the goods or services you provide. Sometimes they don't even know what their needs are and you must help define these needs first.)

G. Realize that there will be some difficult customers

H. Always be polite, tactful, and honest with customers

(NOTE: If you are in a selling situation, stay busy within viewing-distance to the "just-looking" customer. This way, if the customer sees something interesting, you may be of service without appearing to be pushy.)

I. Never argue with a customer

(NOTE: You can never win an argument with a customer; you may make your point but lose the customer permanently.)

VII. Work rules

(NOTE: Work rules are usually stricter than those in school because a business is primarily involved in making money. Also, larger companies generally have more rules and stricter rules than smaller companies.)

A. Punctuality

(NOTE: This is the most important rule according to the recent survey of business people mentioned earlier.)

INFORMATION SHEET

1. Arrive five minutes early

   (NOTE: Some companies using a time clock do not allow an employee to punch in early, but a good employee should arrive early even if he/she is not permitted to punch in.)

2. Dress and gather tools on your own time

3. Return from breaks on time

   (NOTE: Other people may be waiting for you to return or to complete a task so they may go on break.)

4. Run personal errands on own time

5. Do not be a clock watcher

6. Be willing to work a few minutes overtime without pay unless company policy or the use of a time clock prohibits such action

7. Never rush or walk away from a customer because of break or dismissal time

B. Neat appearance and appropriate clothes for the job

   (NOTE: This is the second most important rule according to the recent survey of business people.)

   1. Clean hands and nails are important

   2. Dangling jewelry may be distracting and bothersome

      (NOTE: It is better to wear no jewelry in some occupations. For instance, people have been seriously hurt by having rings caught in machinery or on the sides of a box or truck.)

   3. Clothing fads, jeans, and t-shirts may not be appropriate dress in all cases

      (NOTE: Check with your employer about appropriate dress. If may be necessary to purchase special uniforms.)

   4. Precautions should be taken against body and breath odor

   5. Clean, styled hair is helpful in getting and keeping most good jobs

      (NOTE: The use of nets, caps, wigs, or hair spray may be required of both sexes for some jobs.)

   6. As little make-up as possible is more appropriate for work

      a. Natural shades are better for work

b. Heavy eye make-up is seldom appropriate for work

c. Clear complexion is desirable

7. You are never completely dressed until you put on a smile

C. Visiting on the job

1. Personal telephone calls should be kept at a minimum

2. Friends and relatives must understand that they should not call or have lengthy personal visits during working hours

D. Missing work

1. Have good attendance at both school and work for good references

(NOTE: Some employment agencies report that many companies will not hire anyone who is absent as much as once a month regardless of the reason.)

2. Tell the teacher-coordinator if you are present at work or school but not both

3. Try not to miss work when you know there are a lot of tasks to be completed

4. Call the employer as early as possible when you must miss work due to illness

5. Do not miss work for school activities more than is absolutely necessary

6. Always ask, not tell, the supervisor when you need time off from work

7. Ask off work as early as possible and then remind the supervisor again several days before taking the time off

8. Thank the supervisor for letting you take time off from work

9. Be willing to trade hours with co-workers who may want to be off at certain times

(NOTE: Be sure to get supervisor's approval.)

10. Be willing to come to work on short notice when possible

E. Keeping busy

(NOTE: This helps prevent boredom on the job.)

1. Never just stand around

a. There are always things to be cleaned, straightened, stacked, marked, or displayed

INFORMATION SHEET

b. Every job, regardless of how dirty or unattractive, is important

c. Use slack periods to learn more about your job

2. Never sit down on the job that can be done better standing up

3. Do not have to be told to do things

4. Work even when the supervisor is not around

(NOTE: A recent survey shows that 66 percent of the students in cooperative training programs need improvement in this area.)

5. Stay with a task until it is finished

(NOTE: Do not give up when it becomes difficult.)

6. Do not become upset if you must do a job over

F. Poise

1. Stay calm; work quickly and steadily without getting flustered when things go wrong or work piles up

2. Speak in a clear, distinct, refined voice; avoid slang, cursing, and improper English

3. Avoid giggling, a loud voice, or distracting nervous gestures or habits

4. Do not talk about personal problems or complain about being tired or not feeling well

G. Personal management

1. Never ask for advance pay

2. Budget your money

3. Pay bills promptly

H. Professionalism

1. Have a positive attitude

2. Be enthusiastic

3. Keep an open mind

(NOTE: Try to learn something new each day. In the health field, new equipment and new techniques are being tried each day, and you can be the most up-to-date worker if you will be receptive.)

INFORMATION SHEET

4. Read all of the journals, newsletters, and textbooks available that pertain to your profession

5. Join and be active in your professional organizations

6. Volunteer to attend any workshops or in-service programs that your company might offer

(NOTE: The more you know about your job and profession, the happier you will be. If you want to further your education and training, set realistic goals and work to attain them.)

7. Continue education in chosen field

EXAMPLES: In-service programs, junior colleges and universities, courses offered by professional organizations, adult education courses in vocational and technical schools, proprietary schools

I. Barriers to good communication

1. Bypassing — Result of people forgetting or overlooking that a single word or expression may have several different meanings

(NOTE: Bypassing can be avoided by repeating the message/instructions to the sender, e.g., "I understand that you . . .")

2. "Allness" — Belief by the person who says a statement that what is said is absolute, complete, and certain

(NOTE: The tone of "allness" is suggested by such words as "always," "ever," and "never.")

EXAMPLES: You never remember to . . .

You always . . .

Can't you ever remember . . .

3. Misuse of language — Problem resulting from labeling or name-calling and use of emotionally loaded words

4. Poor listening skills — Lack of ability to think about what is being said

VIII. Reasons people lose jobs

A. Lack of technical knowledge

(NOTE: Lack of or low ability to execute skills required in a particular job can account for loss of employment. Look at all available opportunities to learn the needed skills or to brush up on learned skills in which you feel weak.)

INFORMATION SHEET

B. Poor human relations and attitude

(NOTE: The biggest factor of all is how you conduct yourself with the health team and the patients and their families. If you are not a "people person," then you may want to look for an occupation that does not demand working with the public.)

C. Low dedication to work ethic

EXAMPLES: Continual tardiness, calling in sick at the last moment or not at all, poor grooming habits, dishonesty in your work, disloyalty to your place of employment, carelessness in what you do

(NOTE: Employers and the people you care for deserve your very best. You should strive to do your best and give the care and concern that you would want to receive. In return, you have the right to work in an atmosphere of appreciation for your efforts and one in which you are able to learn and grow in your profession.)

IX. Factors that influence job success

A. Personal health and grooming

(NOTE: Good personal health, resulting from proper eating habits, exercise rest, and regular medical and dental checkups, plus good grooming habits, affects an employee's actions and attitudes.)

B. Human relations (personality and attitudes)

(NOTE: Once you have a job the most important factor in keeping and succeeding in it is your ATTITUDE. Your attitude is expressed in how well you get along with others.)

SUCCEEDING ON THE JOB
UNIT V

ASSIGNMENT SHEET #1 — EVALUATE PERSONAL HEALTH/GROOMING HABITS

NAME _____ SCORE _____

Good grooming is essential in career success. Poor personal appearance was identified as the number one reason why people were not hired during an employment interview. Remember, the first impression of you is based on how you look. Furthermore, an employer expects you to continue to "represent" the company in appearance and action. Complete the chart below and then answer the questions which follow.

| | Always | Most of the Time | Occasionally | Seldom or Never |
|---|---|---|---|---|
| **BODY CLEANLINESS AND CARE** | | | | |
| Do you bathe regularly? | | | | |
| Do you bathe soon after participating in strenous activity? | | | | |
| Do you use an effective deodorant daily? | | | | |
| Do you keep your undergarments fresh and clean? | | | | |
| **POSTURE** | | | | |
| Do you sit properly without slouching? | | | | |
| Do you stand properly with chin up and abdomen in? | | | | |
| Do you walk with your head held high and at a rapid pace? | | | | |
| **TEETH, MOUTH, AND BREATH** | | | | |
| Do you have a dental checkup at least once a year? | | | | |
| Do you brush your teeth at least twice daily? | | | | |

ASSIGNMENT SHEET #1

| | Always | Most of the Time | Occasionally | Seldom or Never |
|---|---|---|---|---|
| Do you use a preventative as often as necessary to avoid bad breath? | | | | |
| Are you conscious of the fact that too much gum and sweets may be harmful to your teeth? | | | | |
| **HAIR** | | | | |
| Do you avoid combing or brushing your hair in public? | | | | |
| Do you wash your hair as needed? | | | | |
| Do you wear your hair in a style that is becoming to you? | | | | |
| Do you keep your brush and comb clean? | | | | |
| If you have dandruff, have you tried a medicated shampoo or seen a doctor? | | | | |
| **FACE** | | | | |
| Is your skin clean and well cared for? | | | | |
| **FACE (FOR GIRLS ONLY!)** | | | | |
| Is your makeup obvious? | | | | |
| Do you avoid applying makeup in public? | | | | |
| **FACE (FOR BOYS ONLY!)** | | | | |
| Are you clean-shaven or is your beard/moustache neatly trimmed? | | | | |

ASSIGNMENT SHEET #1

| | Always | Most of the Time | Occasionally | Seldom or Never |
|---|---|---|---|---|
| **HANDS** | | | | |
| Do you refrain from biting your fingernails? | | | | |
| Are your fingernails clean and trimmed to a moderate length? | | | | |
| **CLOTHING** | | | | |
| Do you keep your clothes in good repair, that is, no ripped seams, no missing buttons, and no pins, tape, or staples in hems? | | | | |
| Do your clothes look neat, clean, and pressed? | | | | |
| Do your clothes fit properly? | | | | |
| Do you wear clothes appropriate to the occasion? | | | | |
| Do you keep your shoes in good condition? (NOTE: Avoid overrun heels, scuffs, and lack of shoelaces.) | | | | |
| Do you ever use clothing as a means to rebel against school and parental authority? | | | | |
| **GENERAL HEALTH AND APPEARANCE** | | | | |
| Do you make an effort to eat a balanced diet each day? | | | | |
| Do you watch your weight carefully and try to keep it at the recommended weight for you? | | | | |

ASSIGNMENT SHEET #1

| | Always | Most of the Time | Occasionally | Seldom or Never |
|---|---|---|---|---|
| Do you avoid "junk foods"? | | | | |
| Do you avoid eating what you know is harmful to your complexion? | | | | |
| If you had a serious skin problem, would you consult a dermatologist? | | | | |
| Do you get enough sleep each night? | | | | |
| Do you have physical checkups regularly? | | | | |
| Do you get sufficient physical activity? | | | | |
| Are you absent no more than 1 ¼ days out of thiry on account of illness? | | | | |
| Do you choose clothes that are becoming to your body? | | | | |
| Do you avoid extremes in styles? | | | | |

A. What are your strengths in your personal grooming habits?

ASSIGNMENT SHEET #1

B. What areas of your personal grooming habits need improvement?

Adapted from Homemaking Research Laboratories. *Individual Instruction Units in Clothing*. Tony, Wisconsin. 1976.

SUCCEEDING ON THE JOB
UNIT V

ASSIGNMENT SHEET #2 — EVALUATE PERSONAL HABITS ASSOCIATED WITH JOB SUCCESS

NAME _____ SCORE _____

Good habits are necessary in order to establish good human relations and a good relationships with co-workers, employer, and customers.

(NOTE: If you have not yet been employed, base your evaluation on "work situations" in the classroom.)

Use the following checklist to evaluate your personal habits associated with job success.

| **CO-WORKERS (OR OTHER STUDENTS)** | **YES** | **NO** |
|---|---|---|
| Do you do your own work and not leave it for someone else to do? | | |
| Do you clean up after yourself? | | |
| Are you willing to learn from others about how to do a job better? | | |
| Do you contribute to morale and team spirit at place of business? | | |
| Do you learn names of people with whom you work as soon as possible? | | |
| Do you take a sincere interest in co-workers, their families, and their interests? | | |
| Are you a good listener? | | |
| Do you admit mistakes without making excuses? | | |
| Do you assume blame for things that are your fault? | | |
| Do you avoid gossip? | | |
| Do you support co-workers? | | |
| **EMPLOYER (OR TEACHER)** | **YES** | **NO** |
| Are you cheerful? | | |
| Do you feel your job is a privilege, not a right? | | |
| Do you try always to do the best you can? | | |
| Do you know your job? | | |
| Are you on the job unless excused? | | |

ASSIGNMENT SHEET #2

| | YES | NO |
|---|---|---|
| Are you on time and ready to work? | | |
| Do you try to avoid waste of all kinds (material, time, equipment)? | | |
| Do you look for a better way to do the job? | | |
| Do you tell the truth and are you sincere? | | |
| Do you ask questions when you need help? | | |
| Do you try to see employer's side when there is a problem? | | |
| **CUSTOMERS (OR ANYONE WITH WHOM YOU'RE WORKING)** | **YES** | **NO** |
| Do you know what is expected of you and do you do your job well? | | |
| Do you give business-like treatment to customers? | | |
| Do you keep promises made to customers? | | |
| Are you polite to customers? | | |
| Do you recognize customers as buyers of your service and give them their money's worth? | | |
| Are you sincere? | | |
| Do you smile? | | |
| Are you friendly, interested, and sympathetic? | | |
| Do you gain the customer's confidence and listen? | | |
| Do you try not to rush the customer? | | |
| Do you avoid arguing with an angry customer? | | |
| Do you avoid comments that might upset a customer? | | |
| Do you refer matters you cannot handle to the supervisor? | | |
| Do you treat each customer as an individual? | | |
| Do you take pride in winning a customer's friendship? | | |

ASSIGNMENT SHEET #2

A. What do you feel are your strengths in personal habits associated with job success?

B. What do you feel are your weaknesses in personal habits associated with job success?

SUCCEEDING ON THE JOB
UNIT V

ASSIGNMENT SHEET #3 — DISCUSS WORK RULES

NAME _____ SCORE _____

Read each of the following case study problems and decide which work rules have been violated, which rules have been kept, and how the problems could have been solved or avoided.

This assignment may be done by an individual or by small groups. The individual or a group leader should lead the class discussion on possible solutions. Share with the class any personal experiences or observations of broken work rules that have caused problems on a job.

(NOTE: The case studies can also be used for role playing a discussion between a supervisor and student-trainee.)

A. Roger Fads works for a manufacturer of building and home improvement supplies. Because he often must do heavy, dirty work, it is not necessary for him to wear dress clothes. Therefore, he usually wears his old jeans with the knees worn out and one of his t-shirts with the picture of a marijuana leaf or a wine bottle. What work rules apply in this situation?

_____

_____

_____

_____

B. Bertha Breaks works in a small jewelry store with only one employee. As soon as Bertha arrives at work, the other employee can go on a break and then do some bookkeeping duties which cannot be done until someone comes to help the customers.

However, because Bertha has such little time between school and work she asked if she could also have a break. Also, Bertha's mother now calls frequently to give her a short shopping list to fill during her break, and Bertha sometimes calls her mother to ask about borrowing the family car after work. What work rules are involved in this situation?

_____

_____

_____

_____

ASSIGNMENT SHEET #3

C. Lawanda Late works at a flower and gift shop. She is an excellent employee except for one problem. Lawanda has difficulty getting to work on time on Saturday mornings after a late date on Friday nights. She just doesn't hear her alarm go off and has also left work early several afternoons. After her teacher-coordinator talked to her training station sponsor, what work rules do you suppose the teacher-coordinator discussed with Lawanda?

D. Susan Shy is a timid girl who works in the ladies ready-to-wear department of a well-known chain of department stores. She is very good about assuming new responsibilities. For example, after she quickly finished marking a shipment of blouses she asked the head of the department to show her how to operate the ticket printing machine and how to figure the cost code. However, when it became time to display the blouses, several of the plastic bags protecting the blouses were so badly wrinkled that they looked like old merchandise. Consequently, several of these blouses had to later be marked down in order to sell. What work rules are involved in this situation?

E. Martha Messy works in an exclusive women's boutique. The owner of the shop became outraged when Martha carelessly mixed shoe sizes when placing the shoes back in their boxes. Martha also returned a box of scarves to the wrong shelf and left a box of pantyhose laying on the counter. "I told you several times to handle the merchandise more carefully," the owner said sharply. Martha didn't know how to react. What work rules are involved in this situation?

ASSIGNMENT SHEET #3

F. Stanley Stand just got fired. His explanation is the following: "The boss seemed to have a good reason for cutting back on the number of employees at this time, but I think he really just doesn't like me. The boss mentioned once that I didn't seem interested in the job. Heck, I'm going to be a lawyer. I just want to work in a men's clothing store to get through eight years of college. I don't need to know how to do all that stuff in the store. Besides, the boss always got mad if I just stood around a minute. He and the other employees are always standing around talking to each other when there aren't customers in the store. They expected me to do my work and their work too, especially if it was dirty work." Stanley does not seem to be aware of which work rules?

G. Cynthia Sit is a waitress at Delicious Steak Place. Toward the end of the day Cynthia is very tired, so she sits down in the booths while cleaning off the tables. She figures that she deserves a rest considering the low wages she is paid. What work rules are involved in this situation?

H. Peggy Pretty works in a fabric shop. Her employer had second thoughts about hiring Peggy because Peggy began to wear a lot more make-up. She also began to wear short dresses or low cut pants which were not practical for lifting and stooping. Peggy sometimes wore jeans to school but changed clothes when she got to work, which took about ten minutes of her work time. What work rules are involved in this situation?

ASSIGNMENT SHEET #3

I. Sticky-Fingers Sally had been observed using the office's postage stamps for personal letters. Her employer ended up firing Sally. Was the employer justified in letting Sally go? Will Sally fully understand why she was dismissed without an understanding of the work rules?

J. Patty Perfume works in a nursing home. Several ill patients have complained that her cologne is too strong. Is Patty's heavy use of cologne a violation of a basic work rule?

K. Beautiful Beulah works in a beauty shop. She is frequently late returning for lunch. Her customers have often become angry and impatient. If you owned the beauty shop, what would you do to solve this problem?

SUCCEEDING ON THE JOB
UNIT V

ASSIGNMENT SHEET #4 — SELECT FROM A LIST IMPORTANT REASONS FOR CAREFUL LISTENING

NAME _____ SCORE _____

Select from the following list important reasons for careful listening. Write an "X" in the blank before each correct answer.

_____A. To help you learn

_____B. To please your teachers

_____C. To protect yourself from harm

_____D. To make your dog like you

_____E. To get facts correctly

_____F. To know what is expected of you

_____G. To get to class early

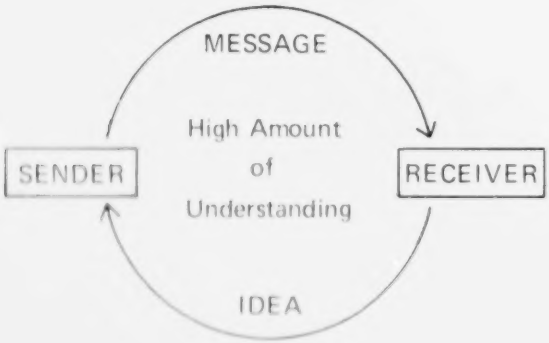
_____H. To be able to follow directions

_____I. To be successful

SUCCEEDING ON THE JOB
UNIT V

## ASSIGNMENT SHEET #5 — EVALUATE LISTENING SKILLS

Communication is the sharing of a message or an idea which results in a high amount of understanding between the sender and the receiver of the message.




SHARING AND UNDERSTANDING ARE THE KEY WORDS!!! MEANINGS ARE IN PEOPLE NOT IN WORDS.

Listening is one key to effective communication! Effective listening requires two skills: the ability to listen for facts and the ability to listen for feelings. Listening for facts comes more naturally than listening for feelings!

1. What are the facts in the above message?

_____

_____

_____

ASSIGNMENT SHEET #5

B. What are the feelings in the message?

_____

_____

_____

(NOTE: When a person's expressed feelings are ignored the first time around, that person will usually make a second attempt to express her/his feelings!! LISTEN!!!)

This activity will give you practice listening for feelings as well as facts. Remember that most people can get the facts in a message. It is more difficult to listen for feelings. However, the true message lies in the combination of both the facts and feelings.

Four students (two pro and two con) should debate the following statement: capital punishment reduces the crime rate. Listen to the argument and answer the following questions.

(NOTE: Read all questions before activity begins!)

A. What problems come up when the opposing side forgets to listen for feelings?

_____

_____

_____

B. Why is it difficult to get agreement on value statements?

_____

_____

_____

C. How often did the opposing side mistake feelings for fact?

_____

_____

_____

ASSIGNMENT SHEET #5

D. Why is it more difficult to find proof for value statements than for statements of fact?

E. What communication barriers arise when false opinions and feelings get in the way of listening?

F. Did the audience let their own sentiments and attitudes affect the way they heard the argument?

Adapted from *Human Relations in Business*. Dallas: South-Western Publishing Company, 1977.

SUCCEEDING ON THE JOB
UNIT V

ASSIGNMENT SHEET #6 — ASK FOR A RAISE

NAME _____ SCORE _____

Asking for a raise . . . the ideal situation exists when true merit is recognized and never needs to be called to the employer's attention. If your situation is not ideal, what can you do? Obviously, there is only one answer: you must bring the matter up; you must ask for a raise.

Use the guidelines below to role play with another student or a resource person provided by your teacher.

A. BEFORE YOU SPEAK AT ALL, YOU MUST PRECEDE YOUR REQUEST WITH CONSIDERABLE THOUGHT AND STUDY.

B. Determine if you are justified in asking for a promotion or a raise by making out a good case for yourself in writing. BE OBJECTIVE!!!

EXAMPLES: What about your production?

Is there a standard for your work in your office?

If so, how does your production compare with this standard?

How many mailable letters do you transcribe in an hour?

How many customers or callers have you handled without a complaint?

What additional preparation have you made since you were hired?

If you were to take an employment test at this point, would you be significantly higher than the one you took when you applied for your job?

C. Check your attitudes and work habits.

EXAMPLES: Are you always prompt in arriving for work?

Do you work overtime without complaint when it is necessary?

How many days of work have you missed because of illness?

Are you considered cooperative by your supervisors and your co-workers?

When you finish the work assigned, do you find something else to do?

D. Ask your employer for an appointment.

E. Bring your notes with you to your interview.

EXAMPLES: "_____, I have enjoyed my work here very much. As I was hired two years ago, you may be interested in the progress I have made since then."

ASSIGNMENT SHEET #6

F. Explain the progress.

(NOTE: If you are confident of your worth, you will be able to respond pleasantly to any gruffness or lack of enthusiasm on your employer's part. If the employer challenges your statements, see that you neither back down nor get on the defensive. Simply and calmly bring up the case that you have prepared. After all, it is merely another employment interview, and you passed the first one.)

G. Thank your employer for the interview and for the time spent.

H. Leave.

(NOTE: Go back to your work and be patient. Even if your employer has seemed impressed with your facts, you must not expect your raise to be forthcoming at once. The employer may intend to grant your request after conferring with other members of the firm. DON'T RUIN A GOOD CASE BY BECOMING A NUISANCE.)

I. Ask your employer if any decision has been made after two weeks.

(NOTE: KEEP YOUR TONE FRIENDLY BUT IMPERSONAL! TOO MUCH EMOTION HAS RUINED MORE THAN ONE GOOD CAUSE. Even though you may be worthy of a raise, circumstances, such as budget, may prevent your employer from giving you a raise.)

SUCCEEDING ON THE JOB
UNIT V

ASSIGNMENT SHEET #7 — WRITE A LETTER OF RESIGNATION

NAME _____ SCORE _____

It is not unusual for a person to change jobs a number of times before finding a position regarded as permanent. Part of total career success involves notifying your present employer of your resignation. How do you leave with a good impression?

Sometimes a letter is necessary because of the distance involved or the difficulty of arranging an interview with the proper company official. If notice can be given in person, you should do so. It usually takes little time, but it affords the opportunity for a discussion which could lead to improved understanding, if not other advantages.

A good letter of resignation, including one that merely confirms a conversion, has many possible advantages. Written in a spirit of friendliness and cooperation, it can be a valuable addition to your personal file. Later on, if supplying a recommendation, a supervisor may wish to see your file to refresh his or her memory about you. Your "exit" letter will show that you apparently left on friendly terms and gave notice in writing. Under the principle of "all's well that ends well," the letter may cause a better recommendation than would otherwise be written. It can also provide a favorable climate for you to rejoin the company, if unforeseen events bring you back to the company.

Use the following guidelines and the sample letter to write a letter of resignation.

A. Address the letter to your supervisor

B. Imply that your departure will be taken as an inconvenience

C. Begin with a statement that will be of interest and will appeal to your reader

EXAMPLES: Show appreciation for the employment under this business' management

Acknowledge the confidence placed in you by various advancements

Comment on the rewarding experience you have acquired under their direction

(NOTE: The purpose of this is to place your reader in a relaxed frame of mind so that she or he will be receptive to the message that follows.)

D. Give "positive" reasons for going to the new job; avoid "negative" reasons for leaving the job

E. Mention the name of the new employer and the position you are to fill

ASSIGNMENT SHEET #7

F. Give an appropriate time notice

(NOTE: This time interval should meet company regulations. There is no set time that can be quoted; sometimes two weeks, sometimes an even longer period of time. Usually the higher you are in the organization, the more likely it is that you should give notice of a month or more.)

G. End on constructive or encouraging note

EXAMPLES: Request a personal interview to explain in greater detail

Offer to extend the departure date, if possible, while a replacement is being found

Offer to help train the replacement

Suggest a possible replacement, if not out of place

Simply offer to be available to help in the transition, as needed

H. Keep copy of letter

I. Mail letter

(NOTE: Circumstances may warrant a registered letter.)

ASSIGNMENT SHEET #7

SAMPLE RESIGNATION LETTER

Rosy Neal, Coordinator
Sunshine Care Center
2341 Roadway
Anytown, America 00000

Dear Ms. Neal:

Ten days ago I had no idea that I might be writing you this letter. I must say that my association with Sunshine Care Center has always been gratifying and rewarding. In particular, I appreciate the guidance you personally have given me since my start here thirteen months ago.

Last week, however, I received a job opportunity which I consider too good to pass up. Candy Care Lane Incorporated is staffing its new center in Somecity, Anystate, my old hometown. I have been offered the position of head teacher at an attractive starting salary. Although the income is important, the prospect of returning to the southern Anystate area is irresistible.

I have decided to accept the offer from Candy Care Lane Incorporated. As I am to report on June 1, this letter should give you about four weeks notice.

If there is anything I can do during the next few weeks to help the center prepare for my departure, I shall be happy to be of service.

Respectfully yours,

Debbie Stone
Child Care Aide

# SUCCEEDING ON THE JOB
## NIT V

## ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3

A. Neat appearance and appropriate clothes for the job; no clothing fads
B. Visiting on the job; personal calls should be kept to a minimum; no lengthy calls from relatives or friends; punctuality—run personal errands on your own time (break may not be long enough for shopping); return from breaks on time
C. Punctuality—arrive 5 minutes early; ask for time off as early as possible; remind supervisor several days before the actual data; be willing to trade hours with co-workers who may want to be off at certain times
D. Handle merchandise and supplies respectfully; poise—stay calm even when frustrated
E. Keeping busy—stay with a task until it is finished; do not become upset when you must do a job over; handle merchandise and supplies respectfully
F. Keeping busy—never just stand around; every job, regardless of how dirty or unattractive, is important; use slack periods to learn more about your job; do not have to be told to do things
G. Keeping busy—never sit down on a job that can be done better standing up
H. Punctuality—dress and gather tools on your own time; neat appearance and appropriate clothes for the job—clothing fads and jeans may not be appropriate for the job; use as little make-up as possible
I. Personal management—budget your money; employers may think that Sally will take other things from the office if she takes postage stamps
J. Yes, the rule on neat appearance and appropriate clothes implies that Patty should not have any offensive body odors; in this case, Patty's perfume is offensive because she wears too much.
K. Remind Beulah that she must return from lunch on time; also tell her about the customers' complaints; if she cannot abide by the work rules, Beulah may have to find another shop in which to work

Assignment Sheet #4

A, C, E, F, H, I

Assignment Sheet #5

A. Air conditioning is not working; work area is uncomfortably warm
B. Irritation; frustration; anger; unhappiness

Remainder of assignment completed to the satisfaction of the instructor

## ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #6 — Completed to the satisfaction of the instructor

Assignment Sheet #7 — Completed to the satisfaction of the instructor

SUCCEEDING ON THE JOB
UNIT V

TEST

NAME _____ SCORE _____

1. List ten characteristics of a good employee.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

   g. _____

   h. _____

   i. _____

   j. _____

2. List six guidelines for the first day on the job.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

3. Select form the list below ways a student can get along with the supervisor. Place an "X" in the correct blanks.

   _____a. Do not assume new or more difficult responsibilities when your assignment duties are completed

   _____b. Do not give the appearance of flirting with anyone while on the job

   _____c. Handle merchandise and supplies respectfully

TEST

_____d. Show the supervisor that "there is nothing to it" when learning about the business

_____e. Impress the supervisor with your easier and better way of doing things

_____f. Learn from all supervisors, both the good ones and those less skilled

4. Select from the list below ways a student can get along with co-workers. Place an "X" in the correct blanks.

_____a. Know all co-workers by name

_____b. Greet by name or at least smile at the other employees upon arriving for work

_____c. Wait to be introduced to co-workers by the supervisor or another employee

_____d. Listen, ask questions, and thank the other employees who try to be helpful

5. Discuss five ways of handling conflict with co-workers.

a. _____

b. _____

c. _____

d. _____

e. _____

6. Discuss five ways of preventing conflict with customers.

a. _____

b. _____

c. _____

d. _____

e. _____

7. State two work rules under each of the following categories.

a. Punctuality

1) _____

2) _____

TEST

b. Neat appearance and appropriate clothes for the job

1) _____

2) _____

c. Visiting on the job

1) _____

2) _____

d. Missing work

1) _____

2) _____

e. Keeping busy

1) _____

2) _____

f. Poise

1) _____

2) _____

g. Personal management

1) _____

2) _____

h. Professionalism

1) _____

2) _____

i. Barriers to good communication

1) _____

2) _____

TEST

8. List three reasons people lose jobs.

   a. _____

   b. _____

   c. _____

9. Name two basic factors which influence career success.

   a. _____

   b. _____

10. Evaluate personal health/grooming habits.

11. Evaluate personal habits associated with job success.

12. Discuss work rules.

13. Select from a list important reasons for careful listening.

14. Evaluate listening skills.

15. Ask for a raise.

16. Write a letter of resignation.

(NOTE: If activities 10-16 have not been accomplished prior to the test, ask your instructor when they should be completed.)

SUCCEEDING ON THE JOB
UNIT V

ANSWERS TO TEST

1. Any ten of the following:

   a. Cooperation
   b. Initiative
   c. Honesty
   d. Willingness to learn
   e. Following directions
   f. Neat appearance; good grooming
   g. Smiling
   h. Not talking too much
   i. Politeness
   j. Patience
   k. Leaving personal problems at home
   l. Punctuality
   m. Good attendance
   n. Dependability
   o. Enthusiasm
   p. Accepting criticism well
   q. Loyalty
   r. Sense of humor
   s. Positive attitude
   t. Lack of jealousy
   u. Tactfulness
   v. Dependability
   w. Interest in the job

2. Any six of the following are acceptable.

   a. Report at work a few minutes ahead of time
   b. Listen to instructions carefully
   c. Be friendly to co-workers, but do not waste time by visiting on the job
   d. Show courtesy to supervisor
      EXAMPLE: Refer to this person appropriately, such as Mr., Ms., Mrs.
   e. Try not to be nervous
   f. Learn about the company
   g. Report mistakes to immediate supervisor
   h. Learn the company rules and regulations
   i. Think for yourself
   j. Take a real interest in your work
   k. Keep work area neat
   l. Do not be a clock watcher

3. b, c, f

ANSWERS TO TEST

4. a, b, d

5. Any five of the following.

   a. Know all co-workers by name
   b. Introduce yourself to the other employees if the supervisor or another employee does not do so
   c. Greet by name or at least smile at the other employees upon arriving for work
   d. Say good-bye, nod your head, or wave to co-workers when leaving work for the day
   e. Listen, ask questions, and thank the other employees who try to be helpful
   f. Realize that new, young employees may not be able to get by with as much as older, trusted employees
   g. Recognize specific types of unpleasant persons and respond accordingly

6. Any five of the following.

   a. Overcome shyness
   b. Smile and greet each customer with whom you come in contact
   c. Try to remember customers' names, likes, and dislikes
   d. Approach customers promptly and with confidence and sincerity
   e. Treat each customer as a guest; the customer is your reason for being in business
   f. Help each customer with individual needs
   g. Realize that there will be some difficult customers
   h. Always be polite, tactful, and honest with customers
   i. Never argue with a customer

7. Any two of the following under each category.

   a. Punctuality
      1) Arrive five minutes early
      2) Dress and gather tools on your own time
      3) Return from breaks on time
      4) Run personal errands on own time
      5) Do not be a clock watcher
      6) Be willing to work a few minutes overtime without pay unless company policy or the use of a time clock prohibits such action
      7) Never rush or walk away from a customer because of break or dismissal time

   b. Neat appearance and appropriate clothes for the job
      1) Clean hands and nails are important
      2) Dangling jewelry may be distracting and bothersome
      3) Clothing fads, jeans, and t-shirts may not be appropriate dress in all cases
      4) Precautions should be take against body and breath odor
      5) Clean, styled hair is helpful in getting and keeping most good jobs
      6) As little make-up as possible is more appropriate for work
         a) Natural shades are better for work

ANSWERS TO TEST

b) Heavy eye make-up is seldom appropriate for work
c) Clear complexion is desirable

7) You are never completely dressed until you put on a smile

c. Visiting on the job
1) Personal telephone calls should be kept at a minimum
2) Friends and relatives must understand that they should not call or have lengthy personal visits during working hours

d. Missing work
1) Have good attendance at both school and work for good references
2) Tell the teacher-coordinator if you are present at work or school but not both
3) Try not to miss work when you know that there are a lot of tasks to be completed
4) Call the employer as early as possible when you must miss work due to illness
5) Do not miss work for school activities more than is absolutely necessary
6) Always ask, not tell, the supervisor when you need time off from work
7) Ask off work as early as possible and then remind the supervisor again several days before taking the time off
8) Thank the supervisor for letting you take time off from work
9) Be willing to trade hours with co-workers who may want to be off at certain times
10) Be willing to come to work on short notice

e. Keeping busy
1) Never just stand around
a) There are always things to be cleaned, straightened, stacked, marked, or displayed
b) Every job, regardless of how dirty or unattractive, is important
c) Use slack periods to learn more about your job
2) Never sit down on a job that can be done better standing up
3) Do not have to be told to do things
4) Work even when the supervisor is not around
5) Stay with a task until it is finished
6) Do not become upset if you must do a job over

f. Poise
1) Stay calm; work quickly and steadily without getting flustered when things go wrong and work piles up
2) Speak in a clear, distinct, refined voice; avoid slang, cursing, and improper English
3) Avoid giggling, a loud voice, or distracting nervous gestures or habits
4) Do not talk about personal problems or complain about being tired or not feel well

g. Personal management
1) Never ask for advance pay
2) Budget your money
3) Pay bills promptly

ANSWERS TO TEST

h. Professionalism
   1) Have a positive attitude
   2) Be enthusiastic
   3) Keep an open mind
   4) Read all of the journals, newsletters, and textbooks available that pertain to your profession
   5) Join and be active in your professional organizations
   6) Volunteer to attend any workshops or in-service programs that your company might offer
   7) Continue education in chosen field

i. Barriers to good communication
   1) Bypassing
   2) "Allness"
   3) Misuse of language
   4) Poor listening skills

8. a. Lack of technical knowledge
   b. Poor human relations and attitude
   c. Low dedication to work ethic

9. a. Personal health and grooming
   b. Human relations

10. Evaluated to satisfaction of instructor

11. Evaluated to satisfaction of instructor

12. Evaluated to satisfaction of instructor

13. Evaluated to satisfaction of instructor

14. Evaluated to satisfaction of instructor

15. Evaluated to satisfaction of instructor

16. Evaluated to satisfaction of instructor